Assessment Director's Meeting

- June 23, 2017
- 10:00 AM - 12:00 PM
- Utah State Board of Education
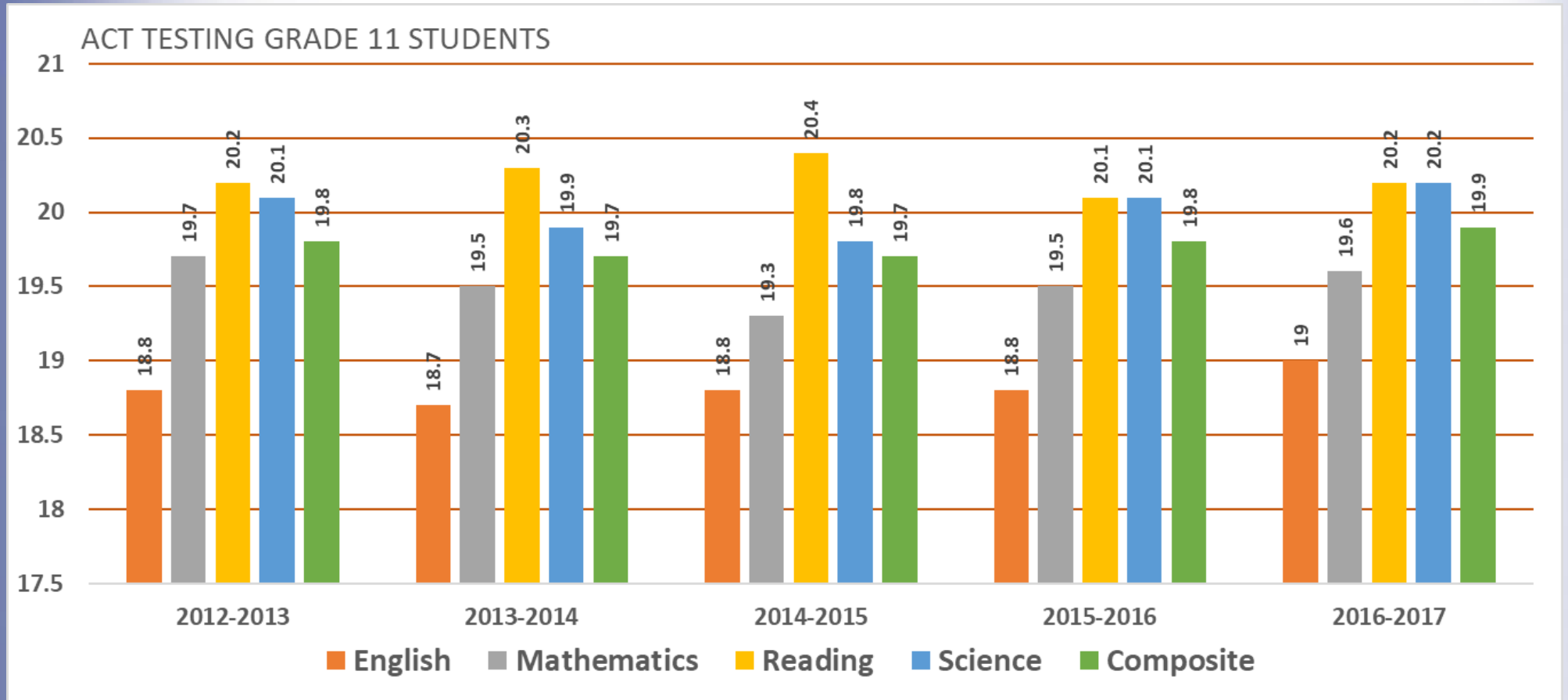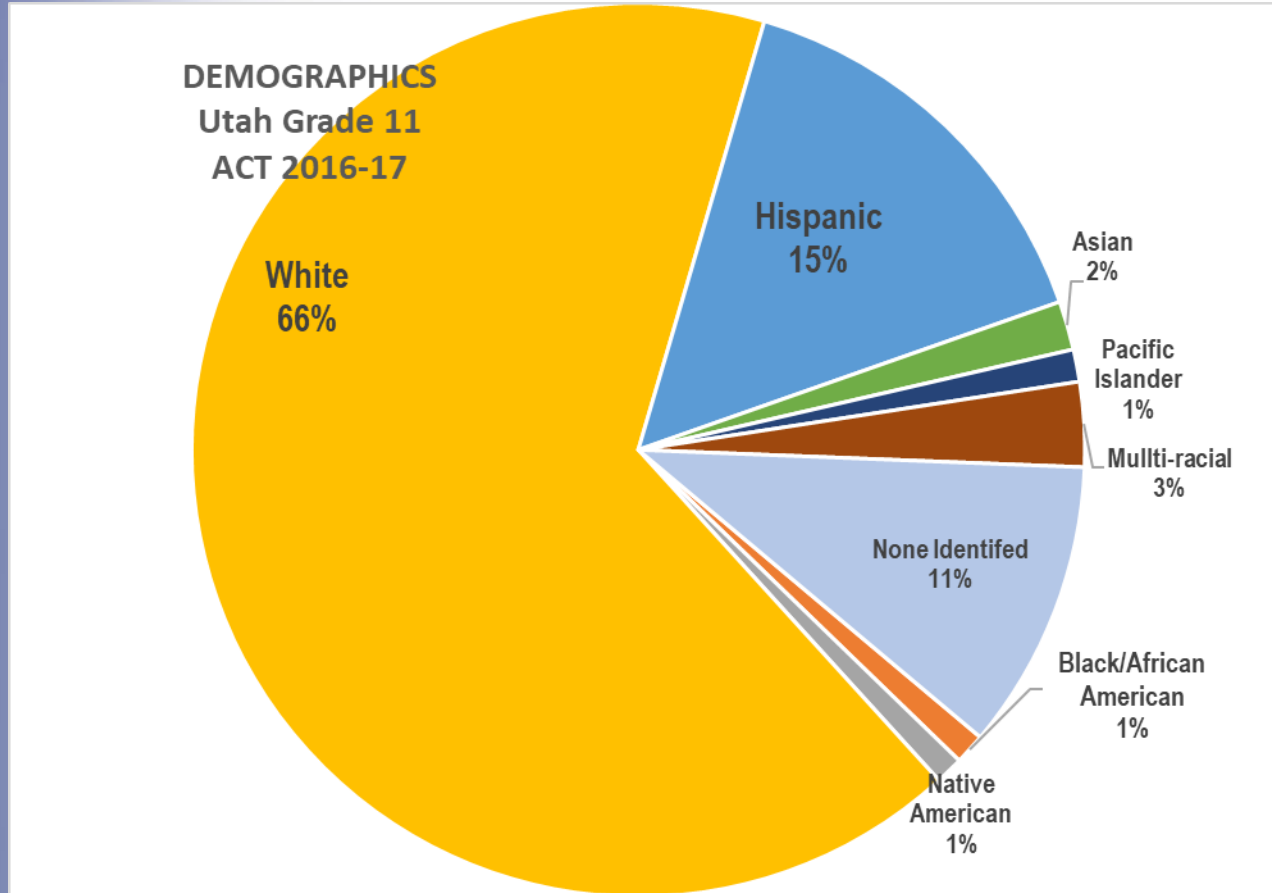
Agenda

- Welcome
  - Heather Gross   Early Childhood/ELA Specialist
  - Megan Lopez   Secondary ELA Specialist

- Results
  - Statewide ACT   Jo Ellen
  - Preliminary SAGE   Jo Ellen

- SAGE Observations   Jared, Kim, Tracy

- UTIPS Update and Survey   Kim, Jared

- Utah Compose Update   Kim

- College and Career Readiness   Jared

- Schedules   Jared

- Trainings
  - KEEP   Cyd
  - Writing   Cyd, Heather, Megan, Kim
  - SAGE   Kim
  - New Assessment Director   Jared

- Accountability   Ann-Michelle

- Data   David

- Data Privacy   Whitney

Statewide ACT Results

ACT TESTING GRADE 11 STUDENTS

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
English	18.8	18.7	18.8	18.8	19
Mathematics	19.7	19.5	19.3	19.5	19.6
Reading	20.2	20.3	20.4	20.1	20.2
Science	20.1	19.9	19.8	20.1	20.2
Composite	19.8	19.7	19.7	19.8	19.9

- Results display the compressed nature of the scores
- Very little change over the last 5 years.
- Utah has grown from 25,000 students tested to 42,422 students tested.

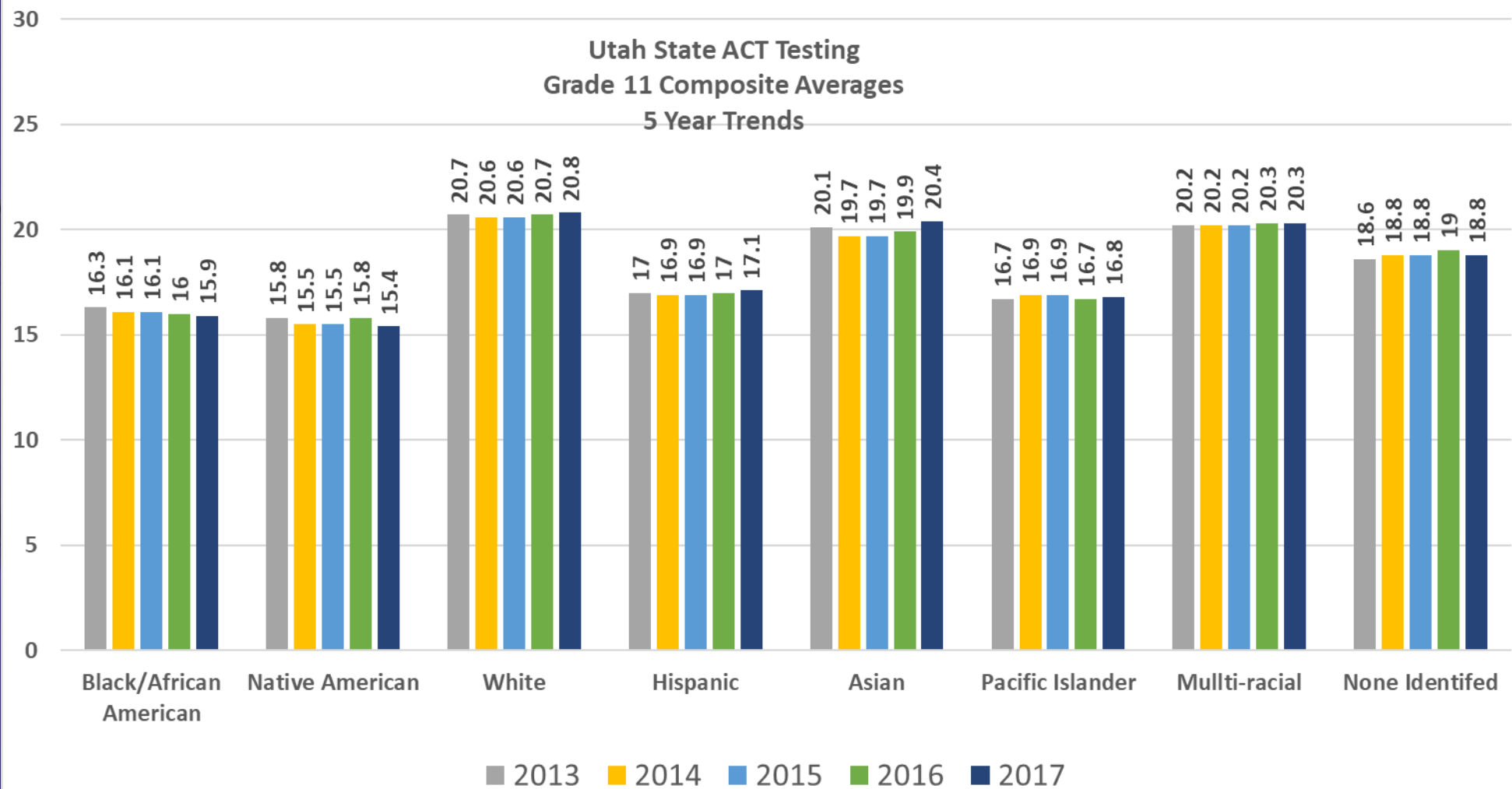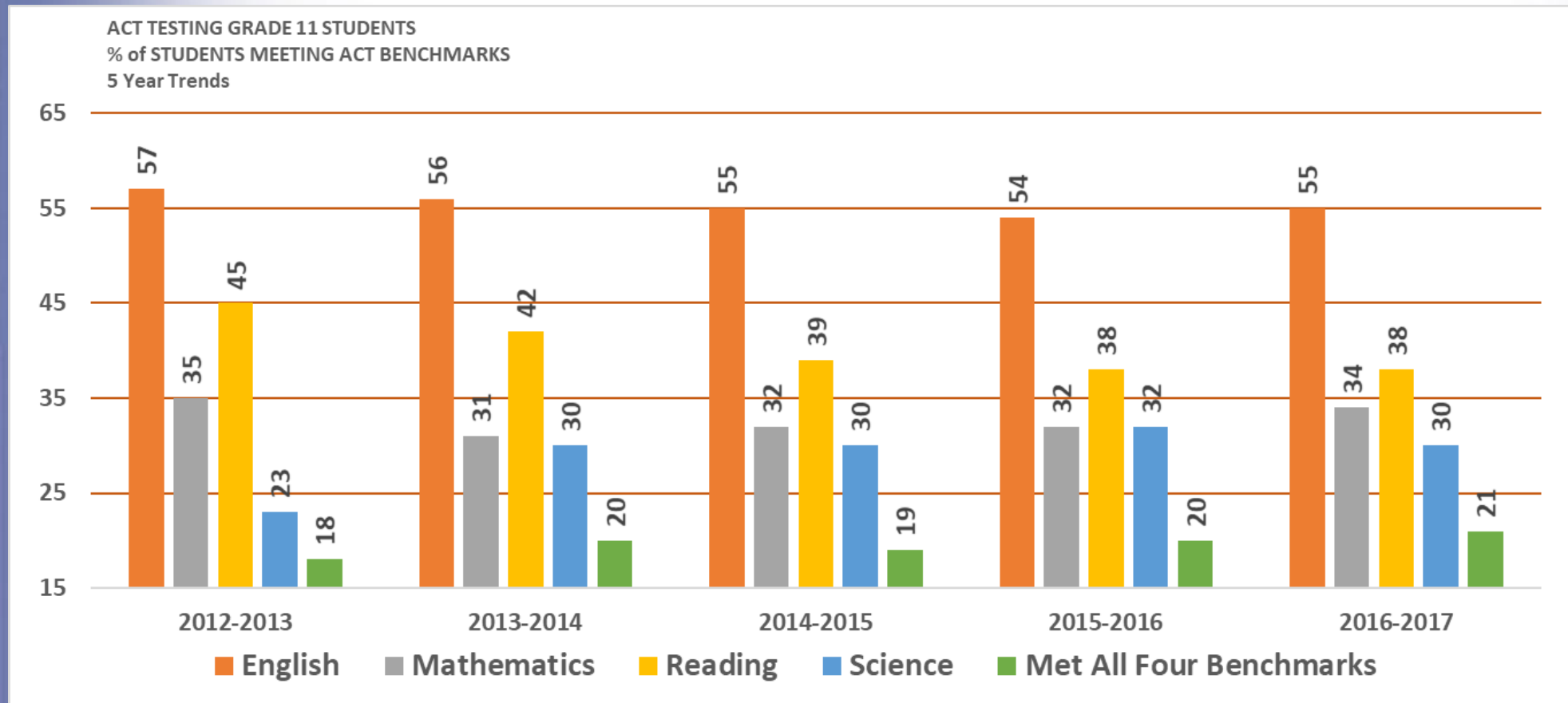# Demographics
Utah Grade 11
ACT 2016-2017

DEMOGRAPHICS
Utah Grade 11
ACT 2016-17

White 66%
Hispanic 15%
Asian 2%
Pacific Islander 1%
Mullti-racial 3%
None Identifed 11%
Black/African American 1%
Native American 1%

Utah State ACT Testing
Grade 11 Composite Averages
5 Year Trends

Legend: ■ 2013 ■ 2014 ■ 2015 ■ 2016 ■ 2017

Chart values by Race/Ethnicity (2013, 2014, 2015, 2016, 2017):
- Black/African American: 16.3, 16.1, 16.1, 16, 15.9
- Native American: 15.8, 15.5, 15.5, 15.8, 15.4
- White: 20.7, 20.6, 20.6, 20.7, 20.8
- Hispanic: 17, 16.9, 16.9, 17, 17.1
- Asian: 20.1, 19.7, 19.7, 19.9, 20.4
- Pacific Islander: 16.7, 16.9, 16.9, 16.7, 16.8
- Multi-racial: 20.2, 20.2, 20.2, 20.3, 20.3
- None Identifed: 18.6, 18.8, 18.8, 19, 18.8

Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity

Race/Ethnicity	2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	24,948	100	19.8	37,953	100	19.7	38,695	100	19.7	40,014	100	19.8	41,422	100	19.9
Black/African American	278	1	16.3	372	1	16.1	398	1	16.1	473	1	16.0	465	1	15.9
American Indian/Alaska Native	308	1	15.8	383	1	15.6	333	1	15.5	337	1	15.8	418	1	15.4
White	17,481	70	20.7	25,771	68	20.7	25,605	66	20.6	26,240	66	20.7	27,470	66	20.8
Hispanic/Latino	3,403	14	17.0	5,628	15	16.9	5,585	14	16.9	6,069	15	17.0	6,241	15	17.1
Asian	437	2	20.1	652	2	19.9	666	2	19.7	644	2	19.9	729	2	20.4
Native Hawaiian/Other Pacific Islander	325	1	16.7	494	1	16.7	507	1	16.9	531	1	16.7	484	1	16.8
Two or more races	816	3	20.2	1,190	3	20.2	1,176	3	20.2	1,331	3	20.3	1,270	3	20.3
Prefer not to respond/No response	1,900	8	18.6	3,463	9	18.7	4,425	11	18.8	4,389	11	19.0	4,345	10	18.8

Percentage of students meeting ACT's Benchmark Scores

ACT TESTING GRADE 11 STUDENTS
% of STUDENTS MEETING ACT BENCHMARKS
5 Year Trends

Year	English	Mathematics	Reading	Science	Met All Four Benchmarks
2012-2013	57	35	45	23	18
2013-2014	56	31	42	30	20
2014-2015	55	32	39	30	19
2015-2016	54	32	38	32	20
2016-2017	55	34	38	30	21

College Course	ACT Score	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Studies	Reading	22

Preliminary Raw SAGE Results

Assessment Site Observations
Spring 2017

Why is USBE doing assessment observations?

- Last year during the Federal Peer Review process, we found that we needed to improve in our monitoring of test administration. One improvement we decided to make was to visit various schools and do two things:
  1. observe testing
  2. interview an administrator, teacher, and student

- We didn't want it to be compliance related – we wanted to "get a feel" for what is going on in the State.

- Very helpful feedback on what we (USBE) may need to do to better assist LEAs in administration of State assessments.

- 16 Site visits

Elementary and Middle School Level

Legend: ELA: Writing, ELA: Reading, Mathematics, Science

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
ELA: Writing	1	1		1	1	
ELA: Reading	1	1	2			1
Mathematics	1		1			
Science			1			
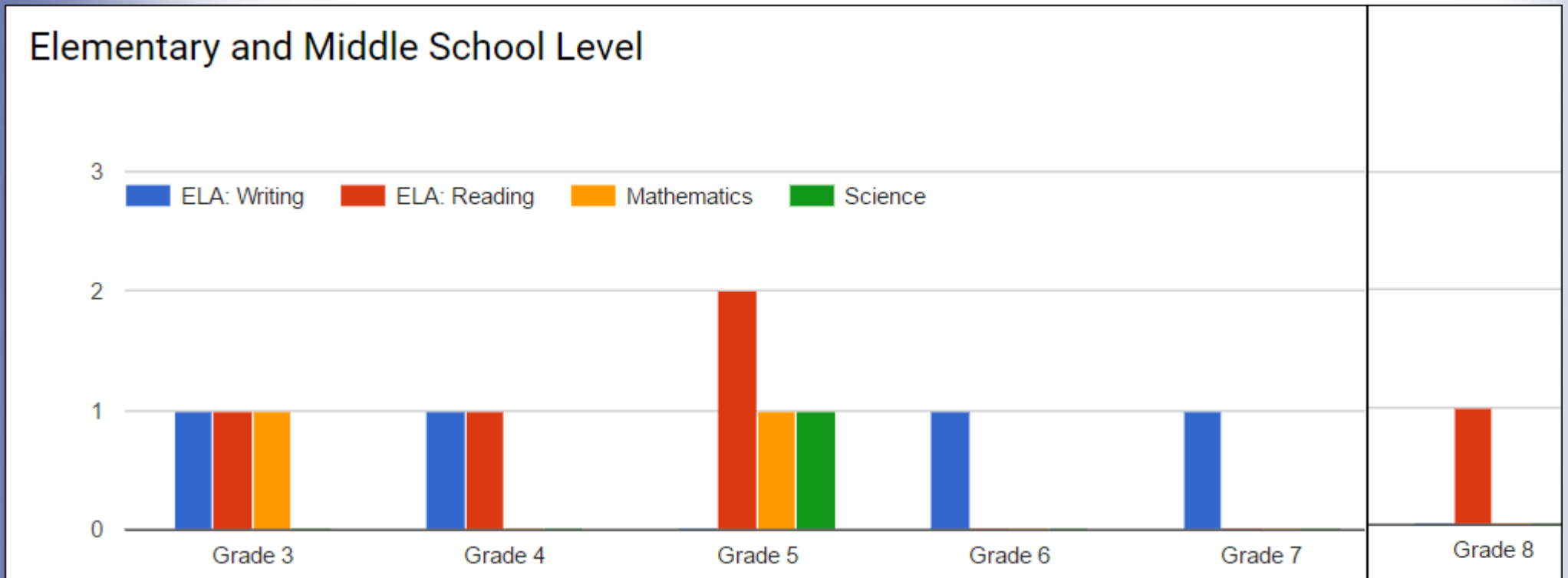
- 16 Site visits

High School Level

7 responses
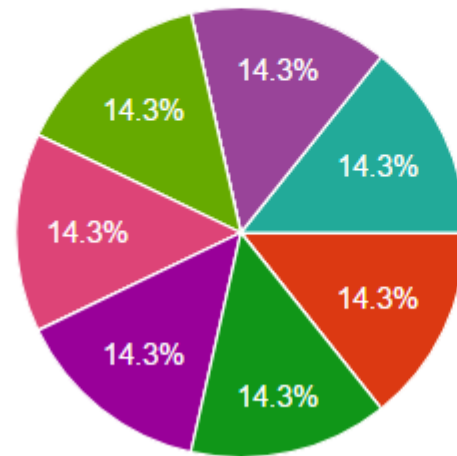
Legend:
- Grade 9 ELA: Writing
- Grade 9 ELA: Reading
- Grade 10 ELA: Writing
- Grade 10 ELA: Reading
- Grade 11 ELA: Writing
- Grade 11 ELA: Reading
- Secondary Mathematics 1
- Secondary Mathematics 2

1/2

- Secondary Mathematics 3
- Earth Science
- Biology
- Chemistry
- Physics

2/2

Did the proctor/test administrator read the Test Administration Manual?

16 responses
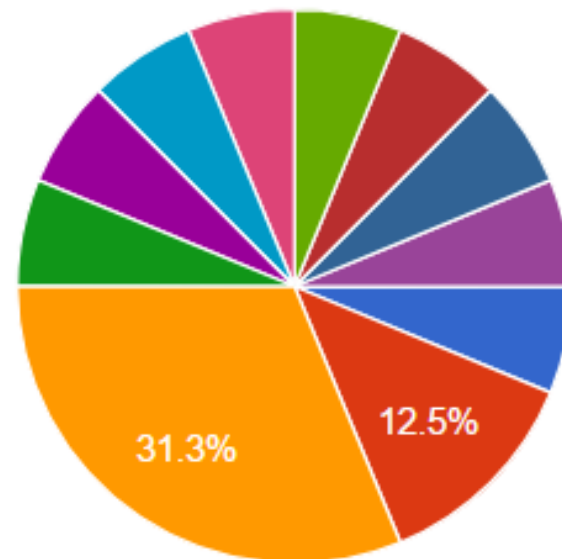
Legend (1/2):
- Beginning only
- End only
- Beginning and End
- No TAMS was read
- Asked students
- Didn't read TAMs
- Missed beginning of session
- Saw the beginning of testing

▲ 1/2 ▼

Legend (2/2):
- Only saw the beginning - didn't see the end
- Didn't see - came part way in to testing
- missed the beginning of the test

▲ 2/2 ▼

Pie chart values shown: 31.3%, 12.5%

Did the proctor/test administrator tell students how long they should take on the assessment(s)?

15 responses
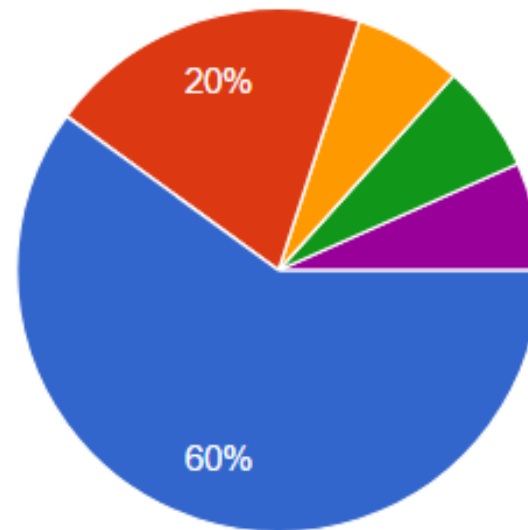
- ● Yes
- ● No
- ● Missed beginning of session
- ● unobserved
- ● missed the beginning of the testing, however the class period goes from 9-11

20%

60%

How many adults are in the room during the testing session?

16 responses

Legend:
- 1 (blue) — 50%
- 2 (red) — 31.3%
- 3+ (orange) — 18.8%
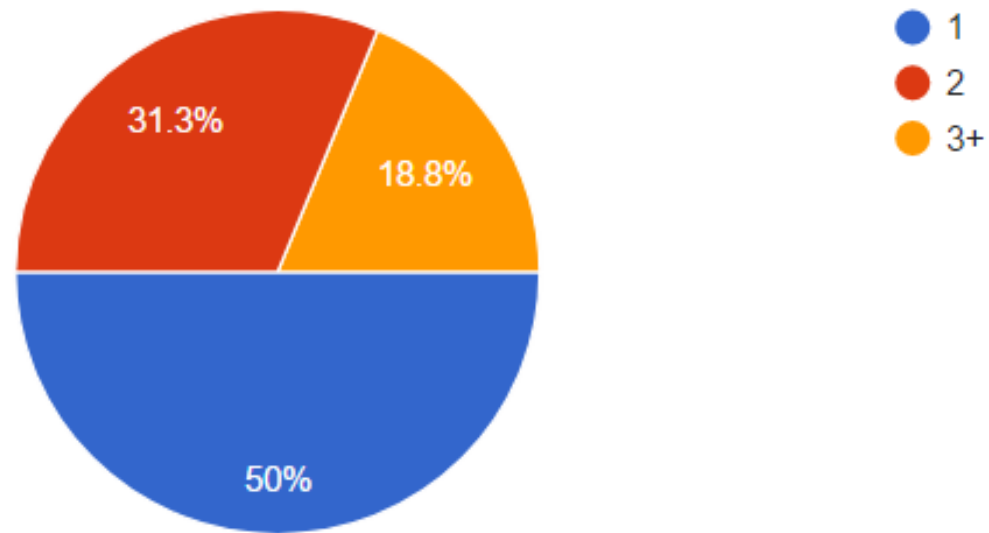
What are the adults in the room doing?

16 responses
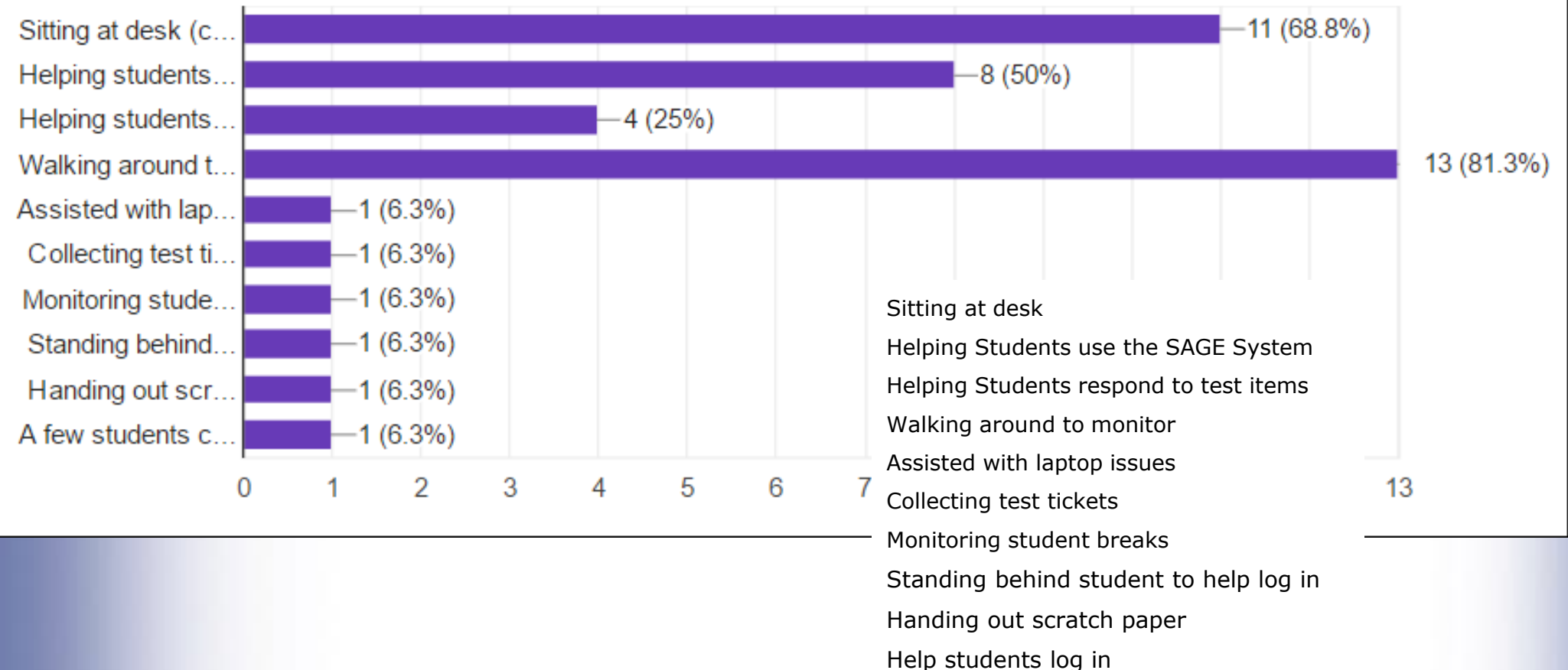
Sitting at desk (c... 11 (68.8%)
Helping students... 8 (50%)
Helping students... 4 (25%)
Walking around t... 13 (81.3%)
Assisted with lap... 1 (6.3%)
Collecting test ti... 1 (6.3%)
Monitoring stude... 1 (6.3%)
Standing behind... 1 (6.3%)
Handing out scr... 1 (6.3%)
A few students c... 1 (6.3%)

0 1 2 3 4 5 6 7 13

Sitting at desk

Helping Students use the SAGE System

Helping Students respond to test items

Walking around to monitor

Assisted with laptop issues

Collecting test tickets

Monitoring student breaks

Standing behind student to help log in

Handing out scratch paper

Help students log in
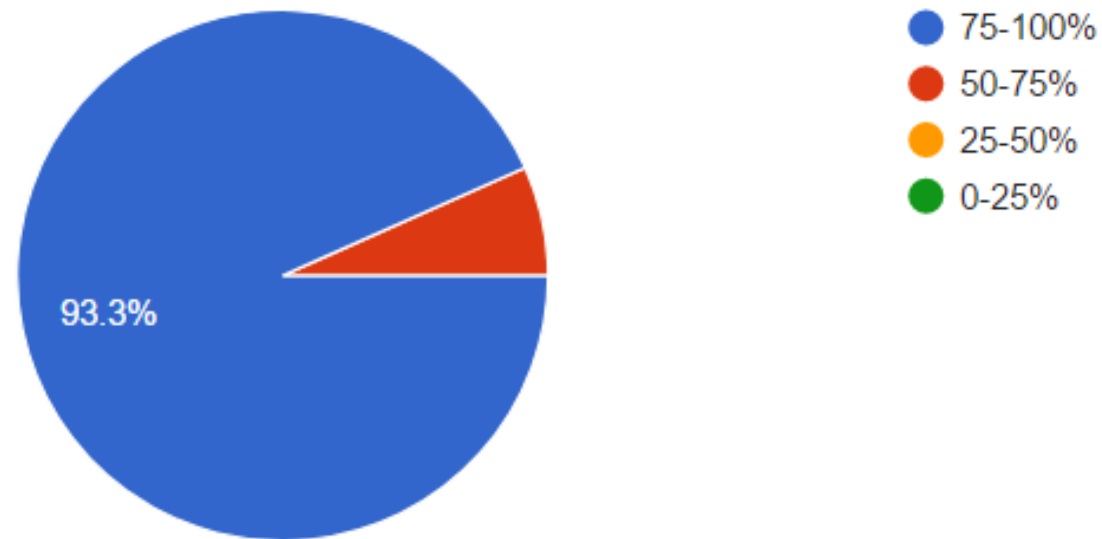
For next time... include *time into testing* because time seemed to affect engagement.

Observed Successes

- TAM procedures followed when it was read

- Students understood how to use the tools

- Active proctoring

- Questions were answered appropriately

- Highly-organized procedures for testing sessions
  - Privacy folders
  - Color-coded TAM for teachers
  - Color-coded schedules for make-up sessions

from : chuckclayton.com /Cartoon.
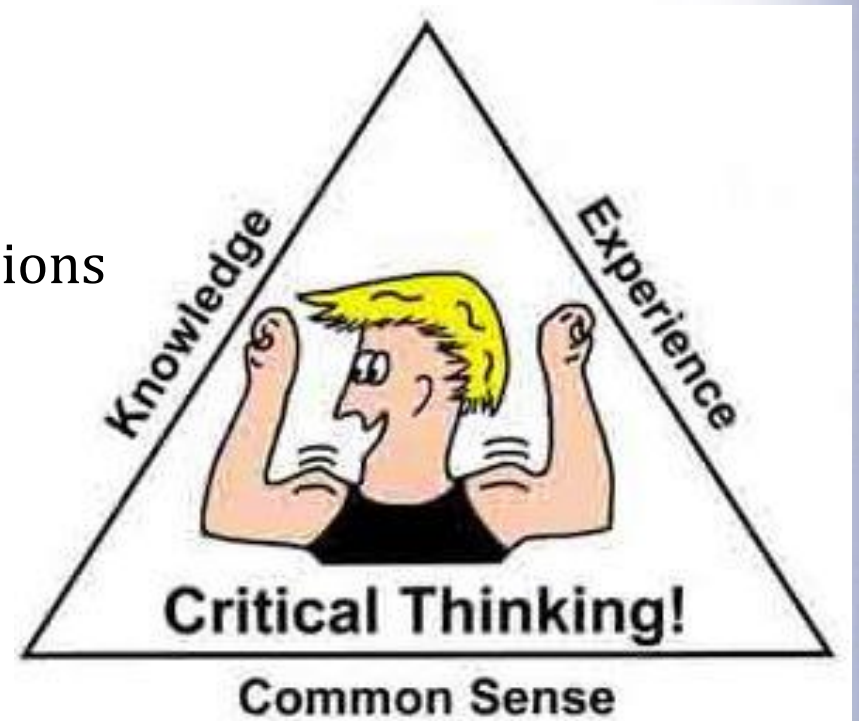
Observed Challenges

- Using the training/practice tests

- Reading the TAM

- Posting testing session time period

- Testing schedules are problematic
  - 45 minutes is optimal; 60 minutes max

- Scratch paper
  - Not readily available
  - Secure discard

- Comfort level of room
  - Temperature
  - Number of students
  - Computer lab vs. in-class testing

- Number of proctors

LITERATURE

BOOK

Dave Carpenter

"JUST THINK OF IT AS IF YOU'RE READING A LONG TEXT-MESSAGE."

search ID: dcr0773

ASSESSMENT SPECIAL EDUCATION ACCOMMODATIONS OBSERVATION SUMMARY

11 LEAS
14 schools
30 students

Assessment Name

30 responses

- SAGE
- DLM
- UAA (Science)

26.7%

70%
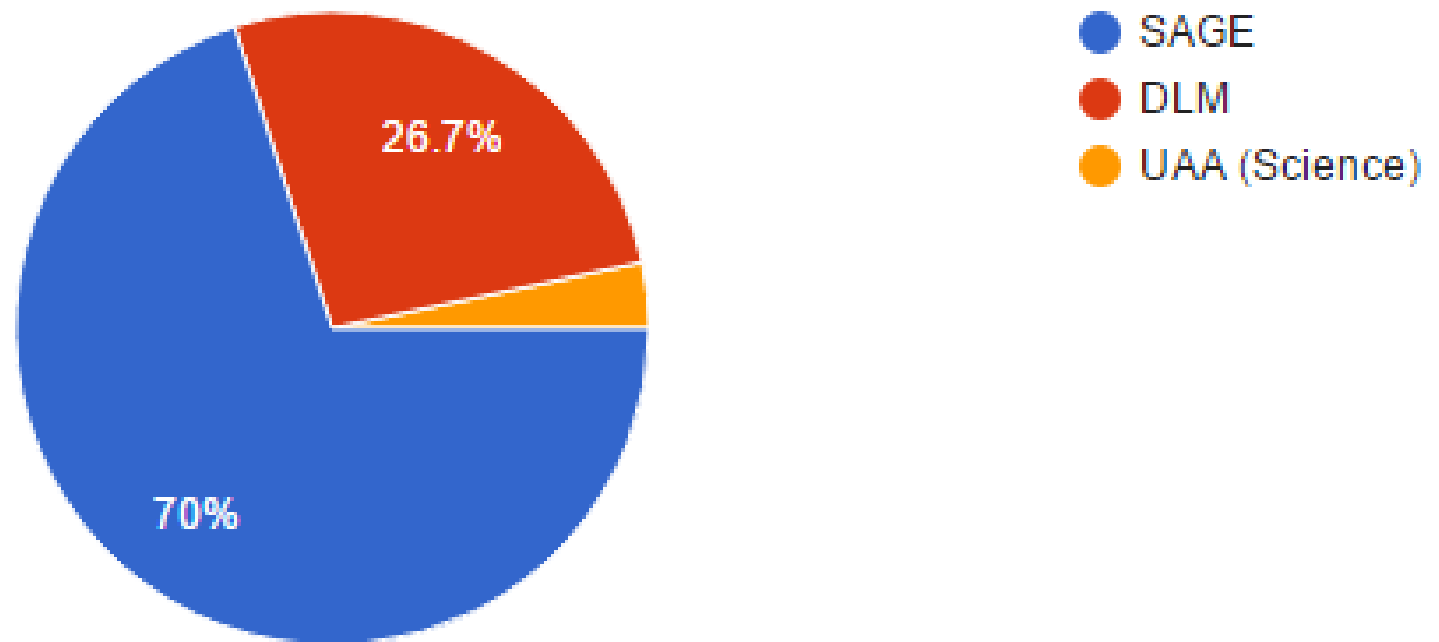
Test Subject

30 responses

- ● Language Arts
- ● Writing
- ● Math
- ● Science
- ● DLM ELA/Math

26.7%

20%

13.3%

36.7%
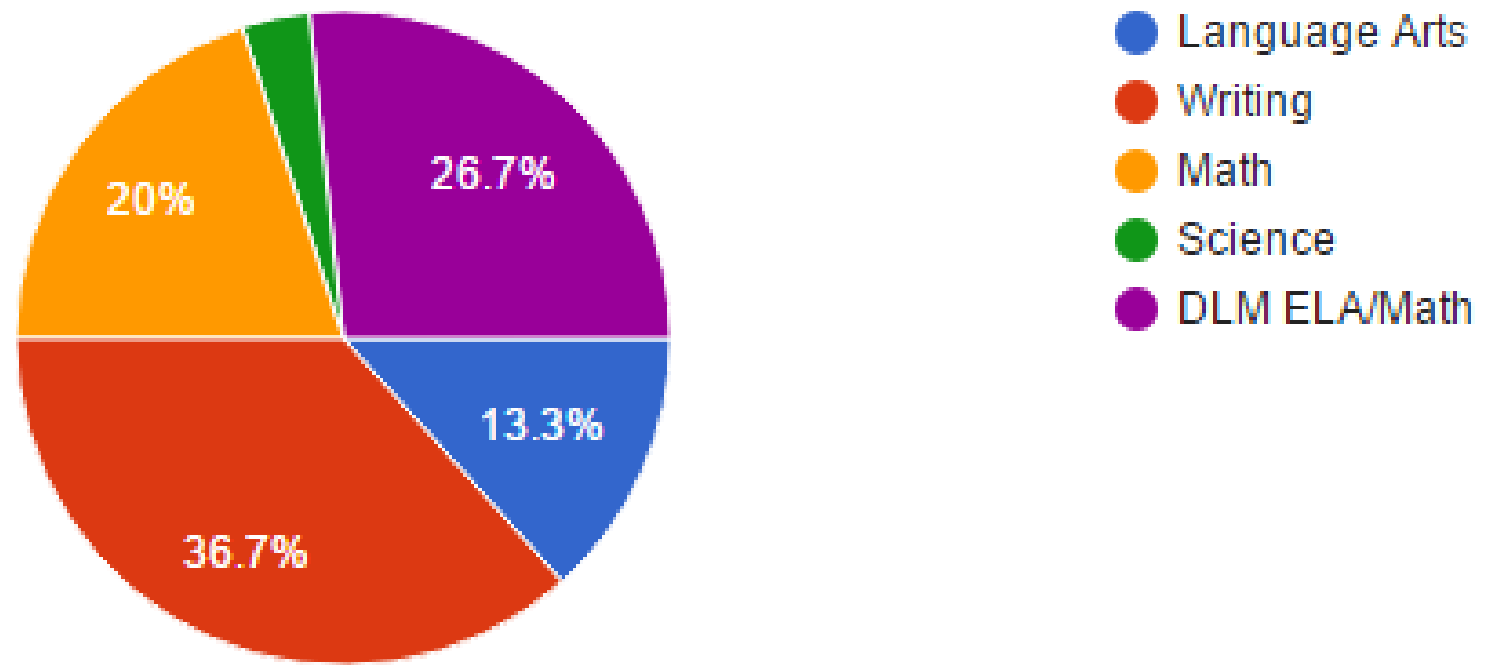
Assessment Administration Location

30 responses

- General Education
- Special Education Class

90%

10%
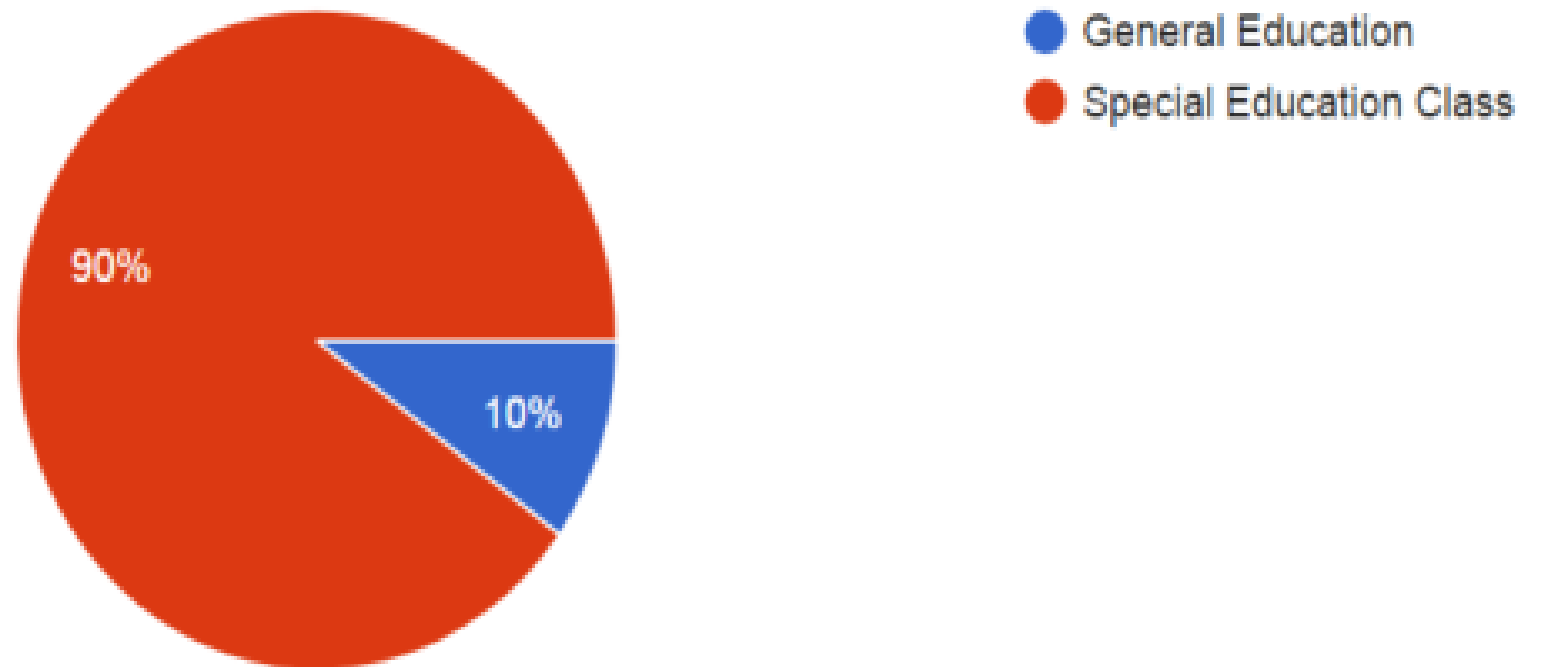
Accommodations in IEP's:

- Extended Time

- Minimized/reduced Distractions

- Alternate Location

- Breaks

- Text to Speech

Accommodations observed:

- Scratch paper

- Text to speech

- Alternate Location

Scribe Accommodation

- 199 Scribe requests

- 173 requests for IEPs

- 9 requests for 504

- 19 requests for Emergency

- 184 Human Scribes

- 11 speech-to-text

UTIPS Survey

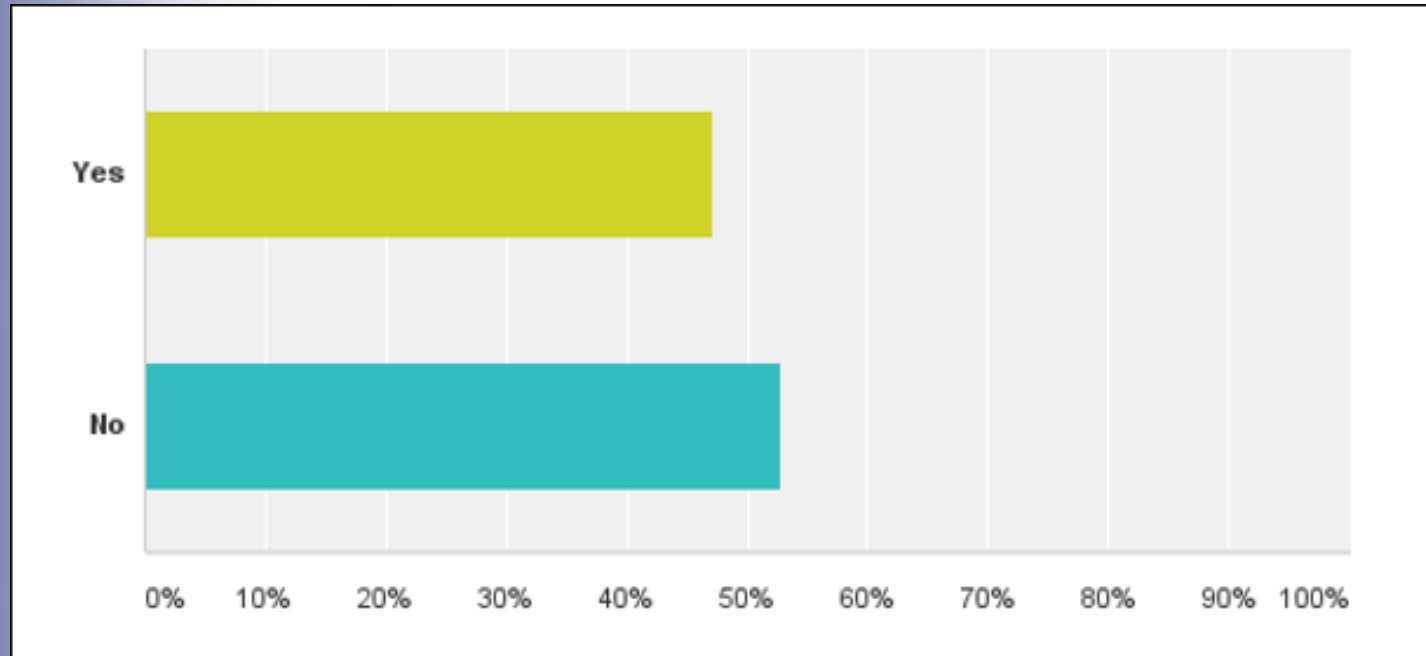- 130 Responses

Role/responsibility
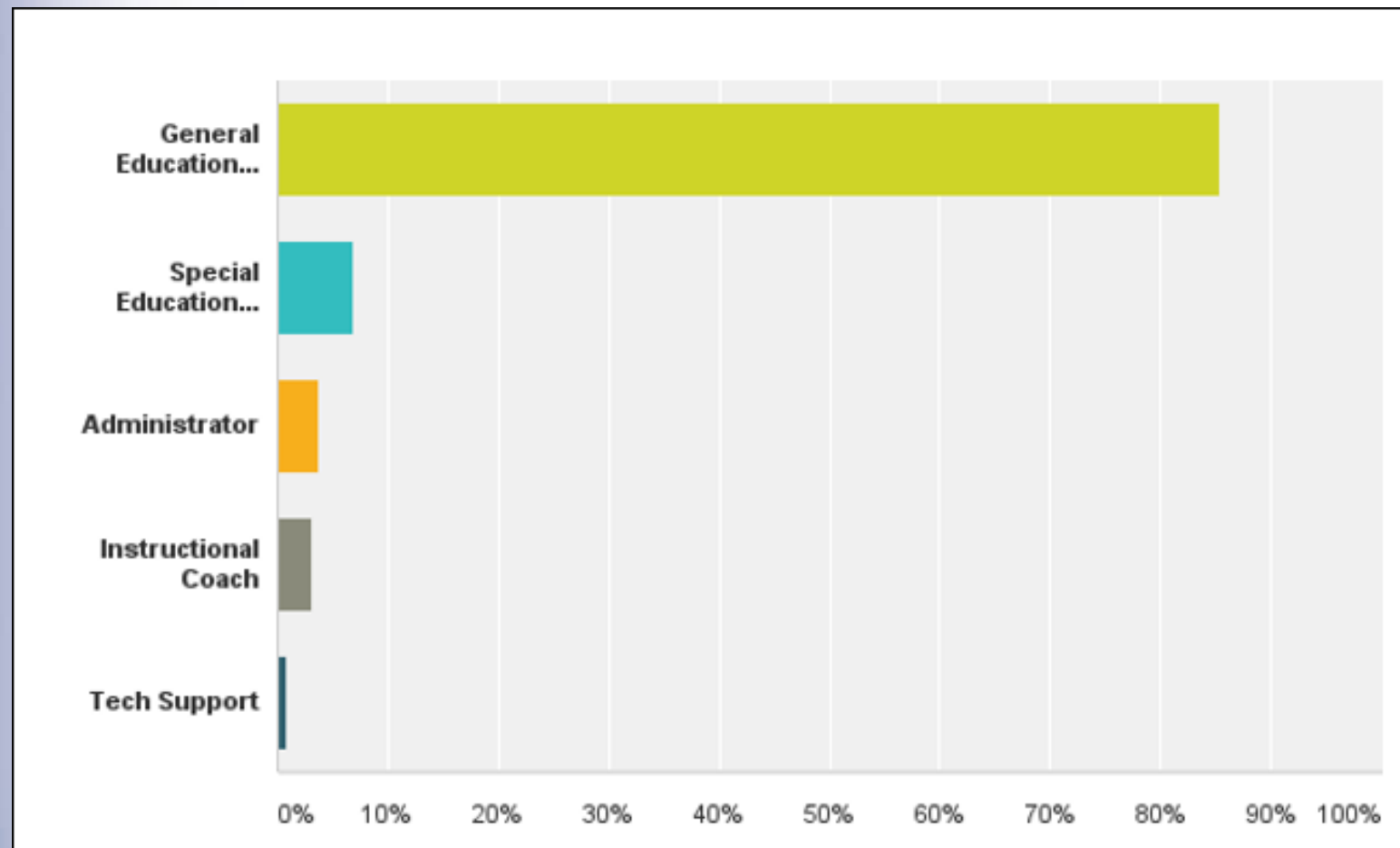
UTIPS Survey

Grade level
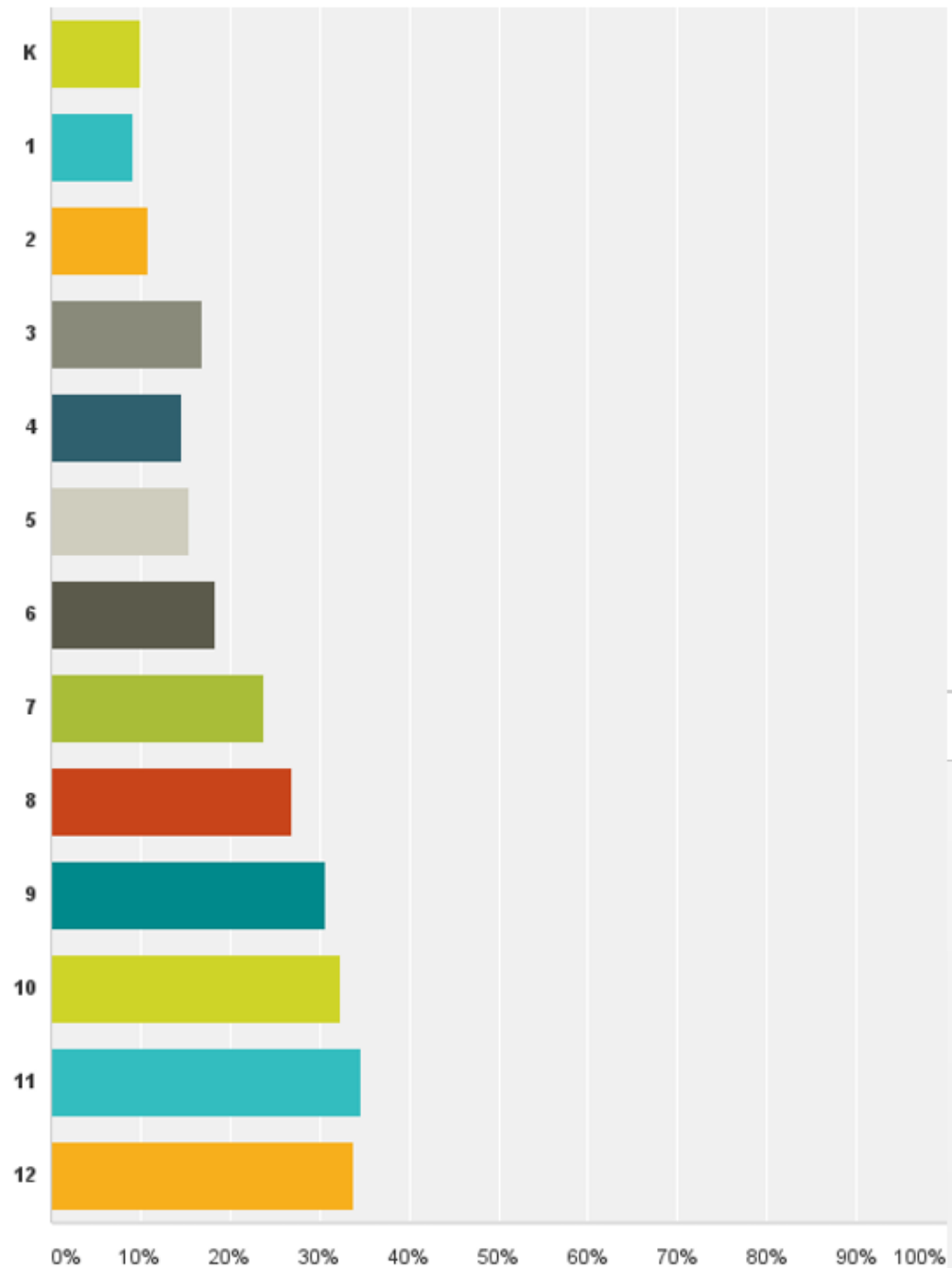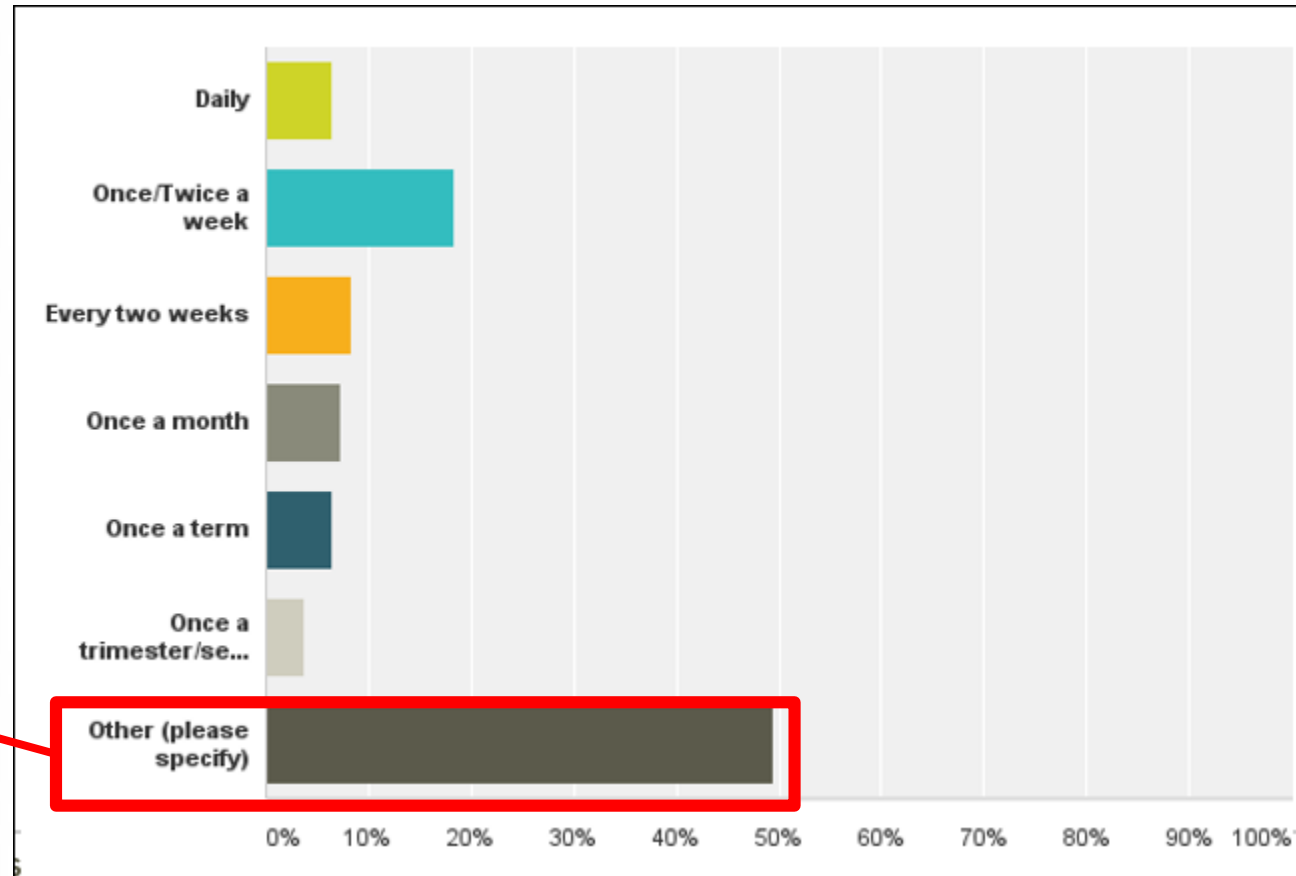
UTIPS Survey

Content/Subject
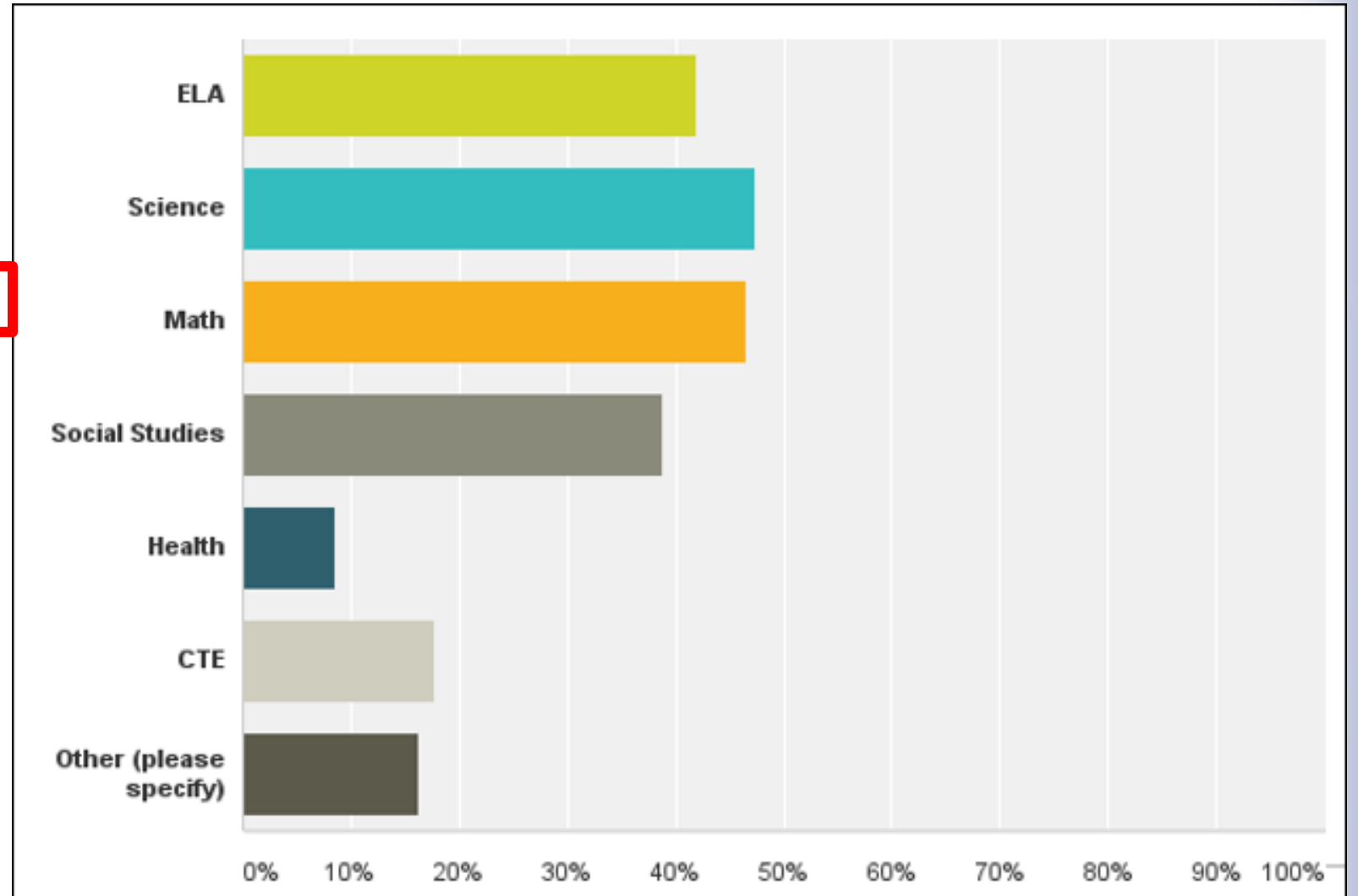
UTIPS Survey

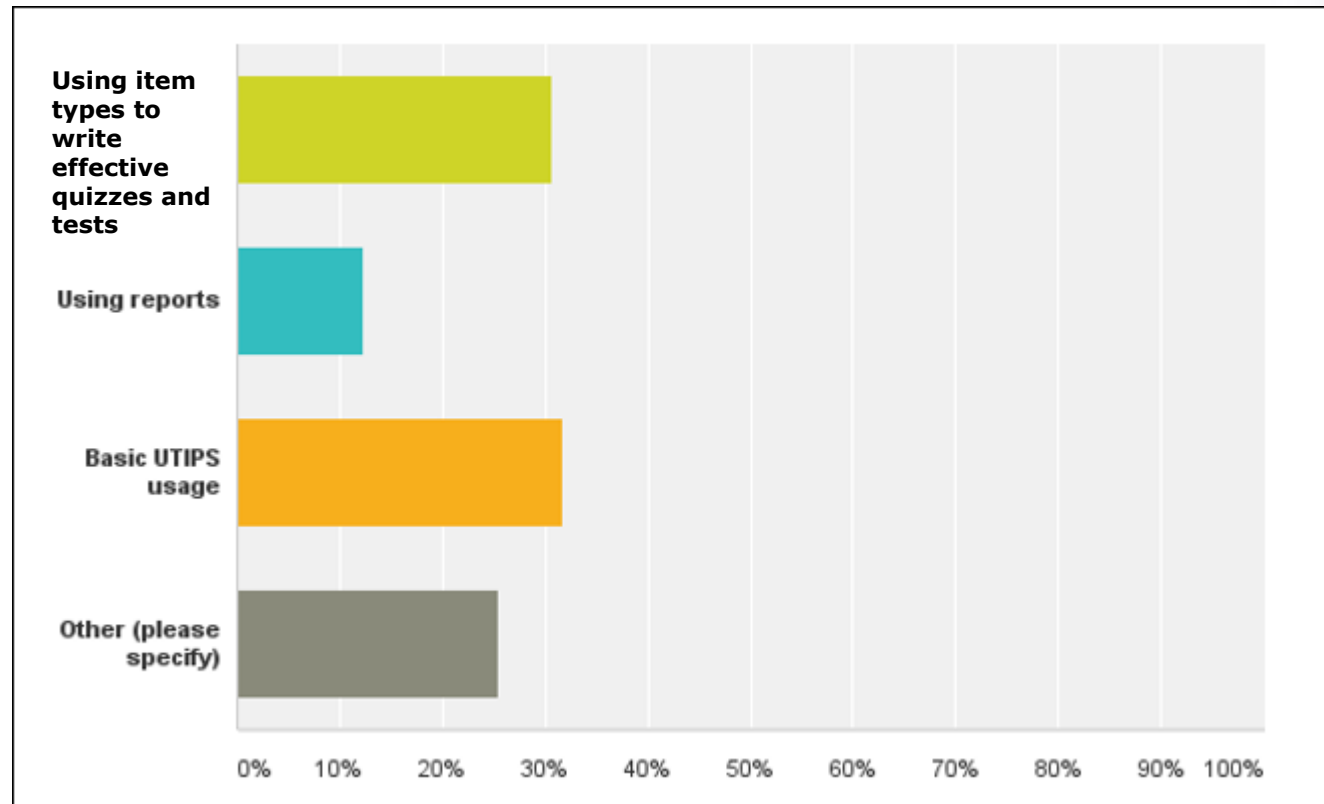Do you currently use UTIPS?

UTIPS Survey

How often do you use UTIPS?

The majority of these are NOT USED – for various reasons.

UTIPS Survey

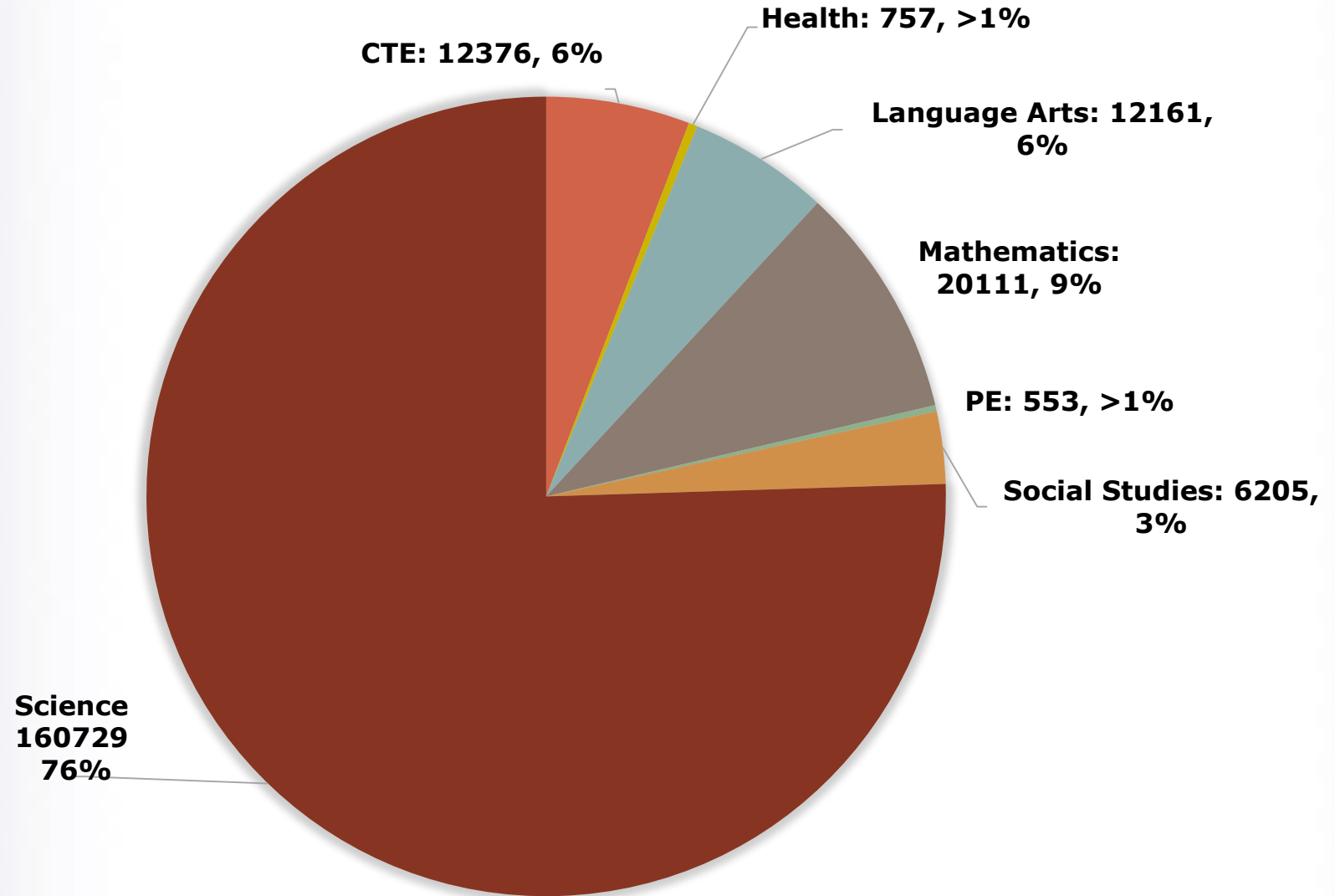What training would you be interested in attending?

2017 UTIPS Update
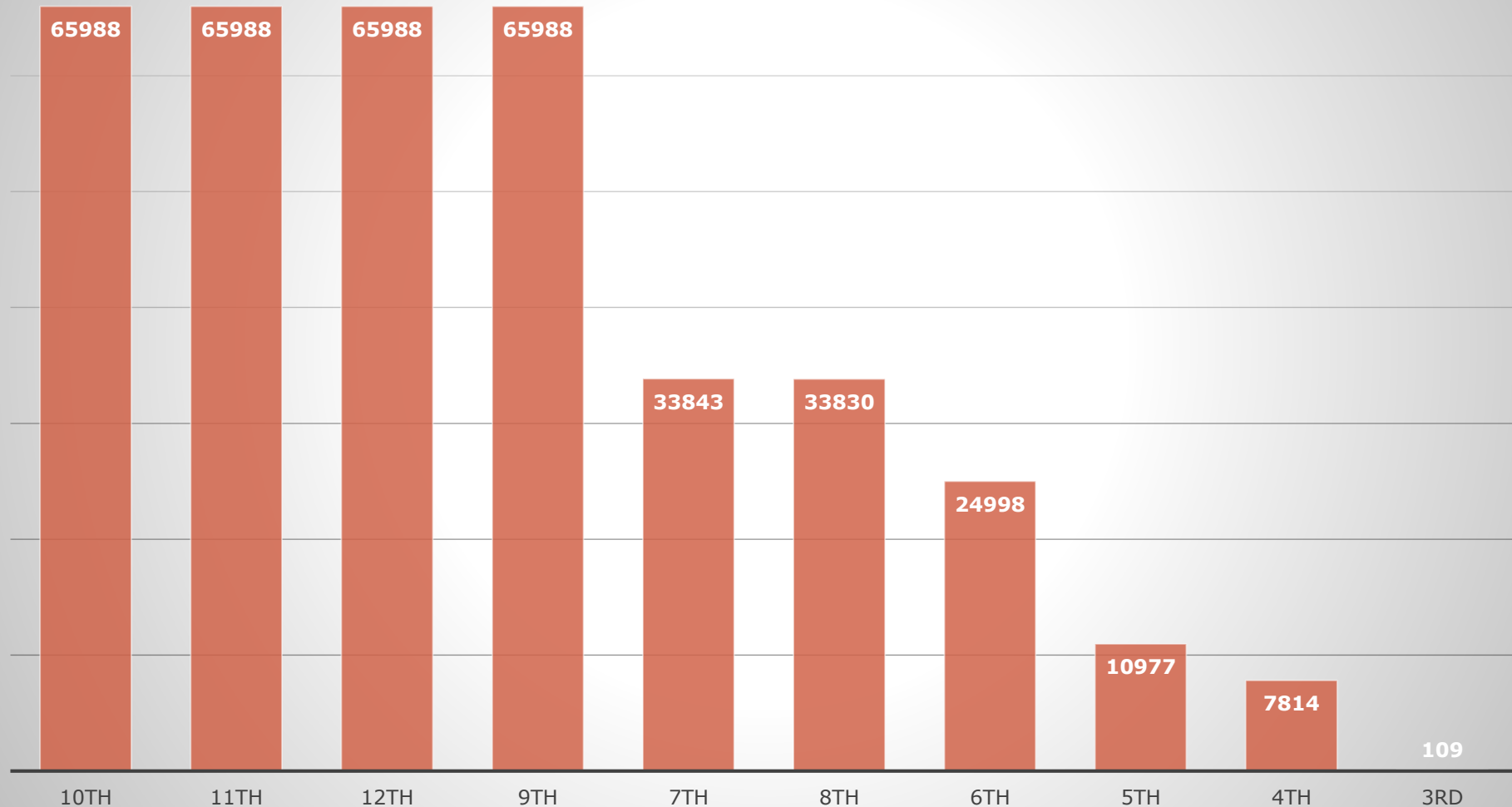# Where are we now and what is new?
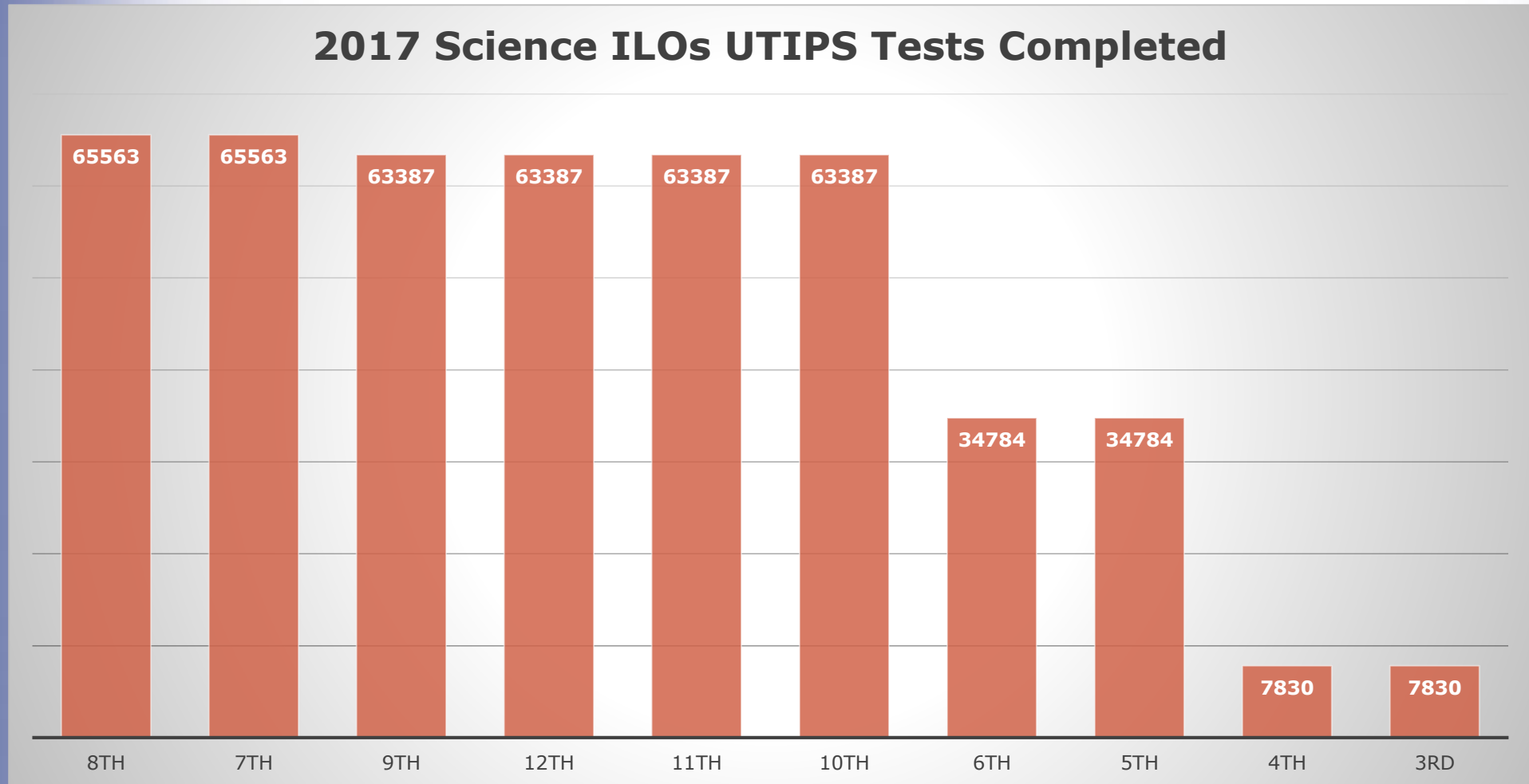
2017 UTIPS Usage

2017 UTIPS TESTS COMPLETED

- CTE: 12376, 6%
- Health: 757, >1%
- Language Arts: 12161, 6%
- Mathematics: 20111, 9%
- PE: 553, >1%
- Social Studies: 6205, 3%
- Science 160729 76%

Science ILOs

2017 Science ILOs UTIPS Tests Completed

8TH	7TH	9TH	12TH	11TH	10TH	6TH	5TH	4TH	3RD
65563	65563	63387	63387	63387	63387	34784	34784	7830	7830

Mathematics

2017 Mathematics UTIPS Tests Completed

CTE

2017 UTIPS CTE Tests Completed

	11TH CTE	12TH CTE	10TH CTE	9TH CTE	7TH CTE	8TH CTE
	12376	12376	11956	10357	208	208

Language Arts

2017 Language Arts UTIPS Tests Completed

Grade	Tests Completed
6TH	4511
5TH	3907
7TH	1082
3RD	1030
2ND	813
4TH	767
8TH	315
10TH	
1ST	70
9TH	2
11TH	1
12TH	1

Social Studies

2017 Social Studies UTIPS Tests Completed

Grade	Tests Completed
12TH	4818
10TH	4517
11TH	4517
7TH	1166
9TH	220
8TH	3

Health and PE

2017 UTIPS Health Tests Completed

10TH HEALTH	11TH HEALTH	12TH HEALTH	9TH HEALTH
757	757	757	757

2017 PE UTIPS Tests Completed

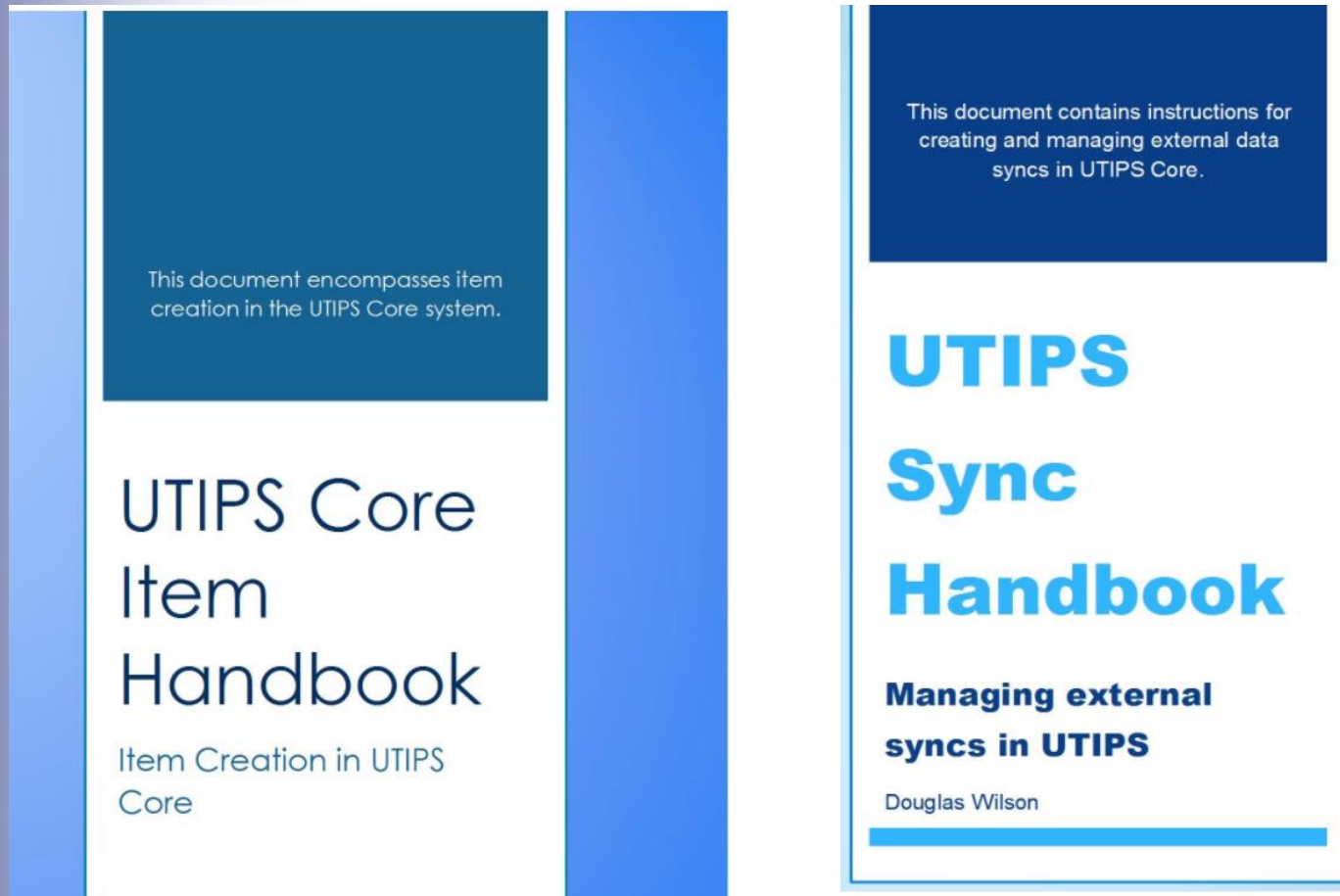| 10TH	11TH	12TH	9TH
216	216	216	216
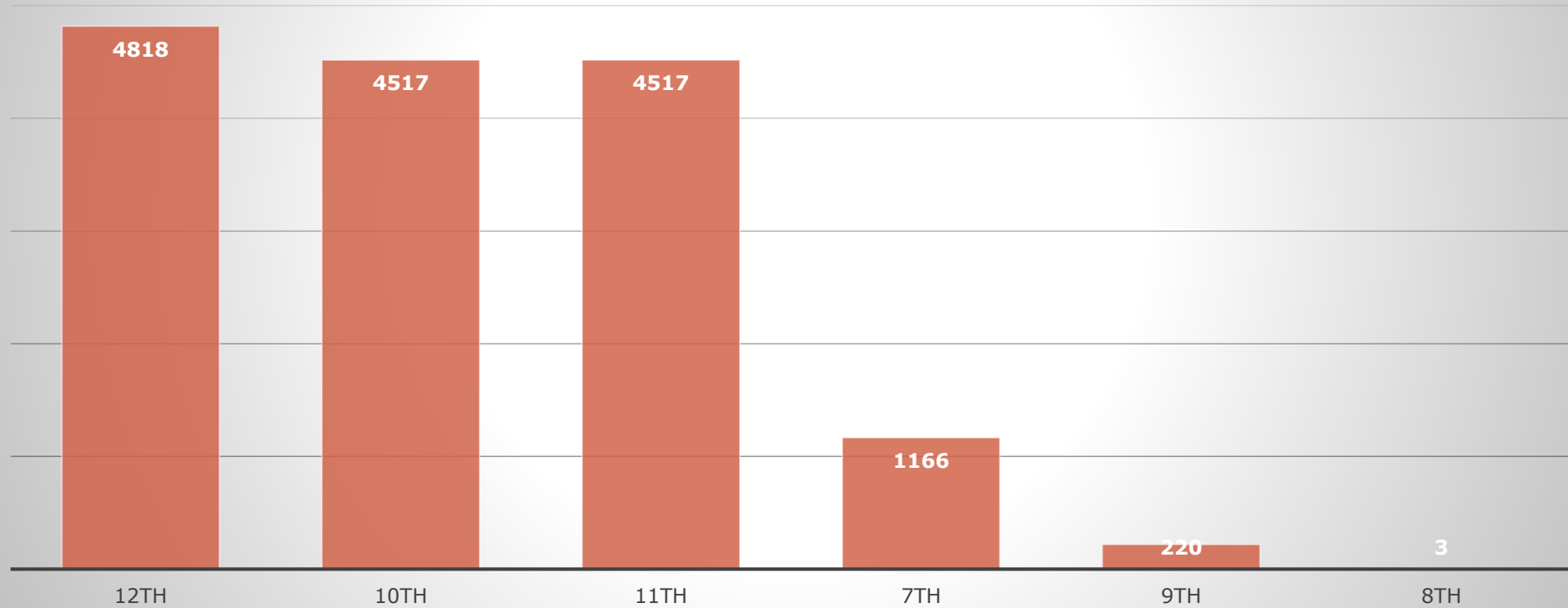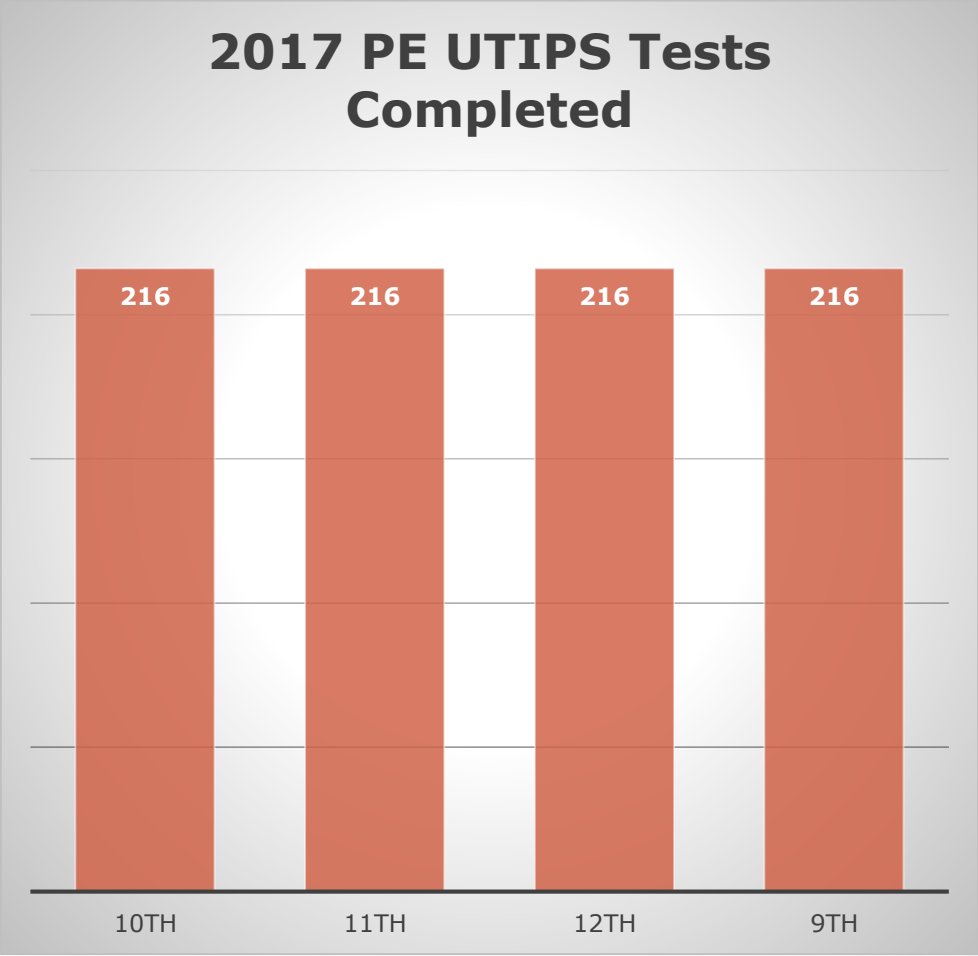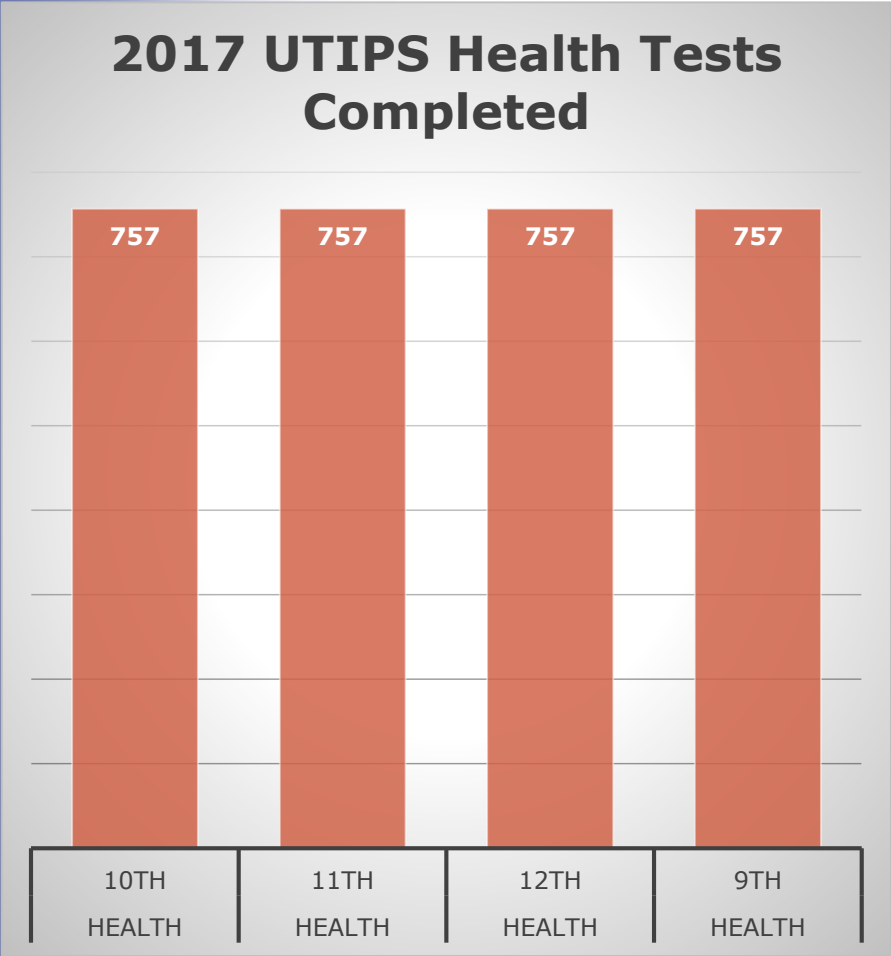
Please Come to our USBE Item Bank Review !

- July 26-28

- ELA, math, science (grades 3-5)

- Jordan Auxiliary Center 7905 S Redwood Rd SLC

- $100 per day stipend for teachers

- AD's to send names, and USBE specialists
  are gathering names.

New UTIPS Manuals Available—
Will be posted on USBE website

UTIPS Item Types: Multiple Choice, Multiple Selection

2. This is an example of a multiple choice, multiple selection item. This item type has a stem followed by choices the student much pick an answer from. The student can choose any combination of the answers to compose the final answer.

How many answer can a student choose in a multiple choice, multiple selection item?

   a. 0

✓ b. 1

✓ c. 2

multiple choice, multiple selection ▾

☐ Randomize options

item id 2076446

Source: own

Replace with copy

Correct: *both* b and c

Possible: 1

☐ Score partial credit

Teacher View

2. This is an example of a multiple choice, multiple selection item. This item type has a stem followed by choices the student much pick an answer from. The student can choose any combination of the answers to compose the final answer.

How many answer can a student choose in a multiple choice, multiple selection item?

☐ a. 0

☐ b. 1

☐ c. 2

Student View

UTIPS Item Types: Matching

3. This is an example of a matching item. This item type has a stem followed by a set of answer pairs. Those pairs break down into a left-hand side and right-hand side, where the left-hand side is static and the right-hand side consists of selection boxes for the student to choose the answer that corresponds.

One thousand	Choose answer... ▾
Ten thousand	Choose answer... ▾
One hundred	Choose answer... ▾
One hundred thousand	Choose answer... ▾

Teacher View

3. This is an example of a matching item. This item type has a stem followed by a set of answer pairs. Those pairs break down into a left-hand side and right-hand side, where the left-hand side is static and the right-hand side consists of selection boxes for the student to choose the answer that corresponds.

One thousand	100
Ten thousand	100,000
One hundred	10,000
One hundred thousand	1,000

Student View

UTIPS Item Types: Hot Text

11. In the following paragraph, please select the second sentence:

This is a paragraph. It has multiple sentences. This is because paragraphs are made of multiple sentences.

⊗ This is a paragraph.

√ It has multiple sentences.

This is because paragraphs are made of multiple sentences.

hot text
split text [by sentence ▼]
item id 99999
Source: personal
Replace with editable copy
Possible: [1]

Teacher View

Utah Test Item Pool Service CORE   Logged in as viper teacher | Help·

Navigation   Taking "8th Pretest Draft"

You have responded to

1 out of 29
questions in 9
minutes.

◁ 2   ◇   ▷ 4

3. In the following paragraph, please select the second sentence:

This is a paragraph. It has multiple sentences. This is because paragraphs are made of multiple sentences.
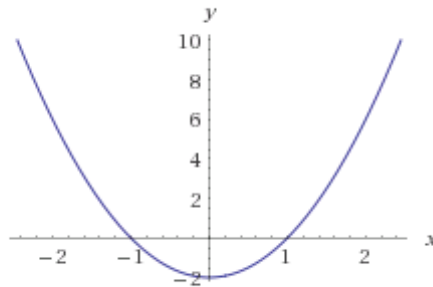
Finish later

● End test

Student View

UTIPS Item Types: Equation (Draft Format)

3. Enter the equation that would produce the graph below:
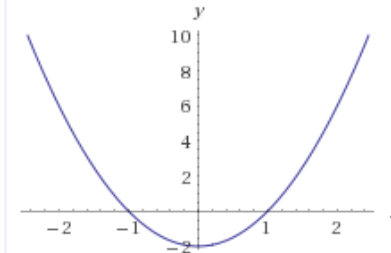

✓ · $y=2(x^2-1)$

$x = 0 \ y = -2$

$x = 1 \ y = 0$

$x = -1 \ y = 0$

$x = 2 \ y = 6$

Teacher View

3. Enter the equation that would produce the graph below:

$y=$

+	−	·	∧	∨	cos()	√	∫ dx	∫ dx	±
<	≤	=	≥	>	sin()	√	$\prod_{n=}$()	$\sum_{n=}$()	det()
π	e	i	∞	tan()	{}	()	()	()
	‖	!	e	ln()	log(10,)	()	()	(),

3 Enter the equation that would produce the graph below:

RESPONSE

Student View

UTIPS Item Types: Paired Passage with Response

6. This is an example of a file upload item. This item type has a stem followed by a file upload prompt. The student is expected to upload a file as described by the instructions.

file upload ▾

item id 2076473

Source: own

Replace with copy

Possible: 1

Teacher View

7. This is an example of a combination essay and file upload response. The student is expected to type in a long response, including multiple lines and paragraphs in addition to uploading a file of supporting resources to complete the answer.

You can response to this question by uploading a file.

Choose File | No file chosen

Student View

UTIPS Item Types: Short Answer/Constructed Response

4. This is an example of a short answer item. This item type has a stem followed by a single line input box. The student can type in an answer in the box and the answer can be matched against answers for scoring.

short answer
item id 2076469
Source: own
Replace with copy
Possible: 1

Teacher View

4. This is an example of a short answer item. This item type has a stem followed by a single line input box. The student can type in an answer in the box and the answer can be matched against answers for scoring.

Student View

UTIPS Item Types: Essay Questions

5. This is an example of an essay item. This item type has a stem followed by a large text area. The student can type in a long response, including multiple lines and paragraphs.

essay ▼
item id 2076472
Source: own
Replace with copy
Possible: 1

Teacher View

5 This is an example of an essay item. This item type has a stem followed by a large text area. The student can type in a long response, including multiple lines and paragraphs.

ESSAY RESPONSE

Student View

Utah Compose Update

State Administrator Level
Usage Report

State Usage Summary

6/20/2017 4:15:13 PM

The table below displays the total number of essays and draft submissions and the average number of drafts submitted per essay for the state. The table also includes the total number of peer reviews given and received within the state. The total amount of time spent by students in the state on all lessons is also displayed.

State Usage Summary	
Number of Essays	978,092
Number of Drafts	4,718,678
Average Number of Drafts per Essay	4.8
Peer Reviews Requested	64,779
Peer Reviews Completed	22,219
Lesson Usage	24166 hours 54 minutes

Utah Compose Update

Average Monthly Scores
Total Score
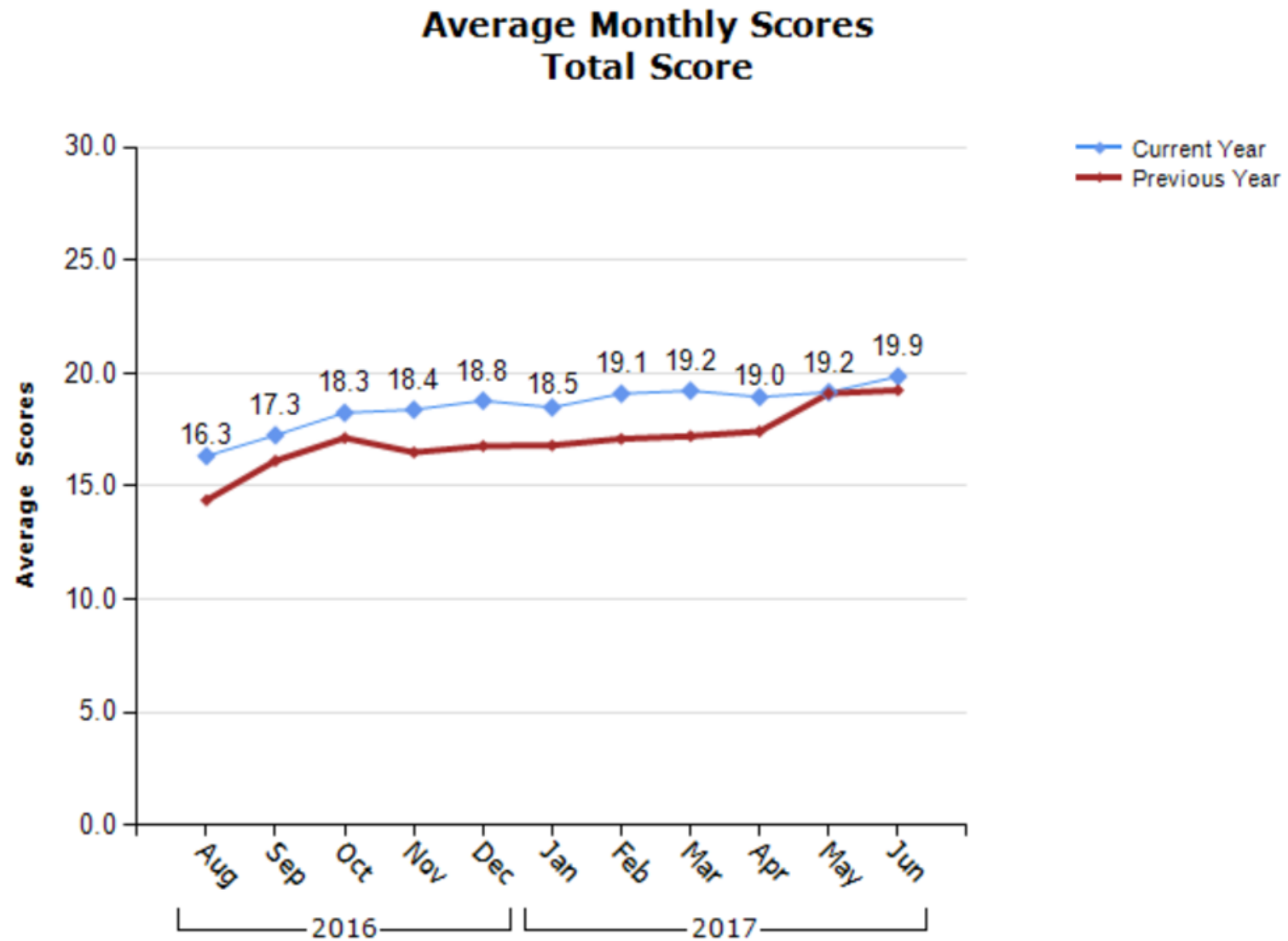
College & Career Readiness

College & Career Readiness Assessment

ACT

- Survey – previously shared ending on June 20th. Will be open until July 7th. PLEASE SHARE the link.
    - https://www.surveymonkey.com/r/6CJMQHV
- Various Profile Reports and Student-level Data File should be arriving on July 7

ACT Aspire

- Still in the procurement process, we don't anticipate confirmation, approval, and/or direction, per the procurement process, from the Board until the July 14th board meeting.

Shmoop *(next slides for details)*

- Monthly webinars
- In-person trainings

Shmoop Monthly Webinars

Last Friday of each month (March – August) @ 10:00am

- *Go to:* clearslide.com/shmoopdemo

- *Call into the conference line:* (866) 818-0378

- *Conference Access Code:* 6812-1060

- *RSVP at* https://tinyurl.com/SHMOOPwebinar

Shmoop In-person Trainings

FALL 2017

Registration Information - https://www.surveymonkey.com/r/8W6YWSH

Note: *USBE is transitioning from OnTrack to another platform, so we are using Survey Monkey to collect the information.*

- **Sept. 28 at Cache**
  - Cache District, 2063 N. 1200 E., North Logan

- **Sept. 29 at USBE**
  - USBE, Basement West, 250 E. 500 S., SLC

- **Oct. 5 at Nebo**
  - Nebo Summit Center, Timpanogos Room, 165 S. 700 E., Springville

- **Oct. 6 at Iron**
  - Iron District, 2077 W. Royal Hunte Dr., Cedar City

Each day is scheduled from 9:00am – 2:00pm

Schedules/Trainings

2017-2018 USBE Testing Schedule

- The 2017-2018 USBE Testing Schedule has been posted.
  - http://schools.utah.gov/assessment/Directors/Resources/2017TestingSchedule.aspx
  - Its location is...
    - USBE > Assessment > Assessment Directors > Director Resources

  - Please review and send any feedback/questions to...
    - Kim Rathke (Kim.Rathke@schools.utah.gov) or Jared Wright (Jared.Wright@schools.utah.gov)

  - *Please note that there are two pages.*

2017-2018 Meeting schedules

- **Assessment Director meetings schedule**
  - http://schools.utah.gov/assessment/Directors/Meetings/2017ADMeetingSchedule.aspx

- **Wednesday Webinar schedule**
  - http://schools.utah.gov/assessment/Directors/Meetings/2017WednesdayWebinarSchedule.aspx

- Their location is...
  - USBE > Assessment > Assessment Directors > Meeting Information

- Please review and send any feedback to...
  - Jo Ellen Shaeffer (joellen.shaeffer@schools.utah.gov), Cydnee Carter (cydnee.carter@schools.utah.gov) or Jared Wright (jared.wright@schools.utah.gov)

KEEP

- Trained nearly 600 educators

- 13 more trainings across the state

- Data Entry- Data Gateway ready for entry in July

- [Kindergarten Page](#) on USBE website

- Alternate KEEP- ask Tracy Gooley

- Opt-out- *See AD Memo from 6/9/17*

- EL Students- *See AD Memo from 6/9/17*

New Writing Workshops

Writing Workshops

- *Come and learn some best practice instructional techniques to inform your students of the appropriate ways to use textual evidence without excessive copying.*

- *You will learn strategies to help all students elaborate effectively, how to better differentiate instruction, and how to incorporate accommodations into your classroom.*

- *This workshop will provide guidance in using Utah Compose and the SAGE Writing Benchmarks for formative writing instruction.*

- *The updated SAGE scoring engine will be applied to all writing tests next year, including the benchmarks, interim, and summative assessments.*

- *Are your students prepared?*

Workshop Format:

- This workshop will include two sessions, an introduction session during the first semester of school and a follow-up session at the beginning of the second semester.

- In session one, teachers will learn best instructional practices for writing, differentiated instruction, and accommodation strategies.

- In session two, teachers will bring student samples from their classrooms for review, reflection, and additional support on implementing the best instructional practices learned in session one.

Who's invited?

- Any teacher who teaches writing

- Special education teachers

- Instructional coaches

- District/Charter curriculum specialists

How to Register:

- On Track will not be available for this training

- AD's will be notified how and when registration will take place as soon as possible.

- USBE will provide a <u>flyer</u> for AD's to share with teachers

When and Where:
Session 1 (8:30am to 3:30pm)

Date:	Location:
September 20	Washington School District, 121 West Tabernacle, St. George, Board Rooms
September 21	Sevier School District, 180 E. 600 N., Richfield, Training Room 1
September 22	Helen M. Knight Elementary, 505 N. Mi Vida Drive, Moab,
September 27	Maeser Training Center, 1149 N. 2500 W., Vernal
October 3	Cache School District, 2063 North 12th East, Logan, Board Rooms
October 5	TBD
October 10	ASB Auditorium, 7905 S. Redwood Road, South Jordan
October 11	Grandview Learning Center, 1591 Jordan Avenue, Provo

*Please note these preliminary times and locations are subject to change

When and Where:
Session 2 (8:30am to 3:30pm)

Date:	Location:
January 24	Maeser Training Center, 1149 N. 2500 W., Vernal
January 31	TBD
February 1	Cache School District, 2063 North 12th East, Logan, Board Rooms
February 2	JATC South Auditorium, 12723 S. Park Avenue, Riverton
February 7	Washington School District, 121 West Tabernacle, St. George, Board Rooms
February 8	Sevier School District, 180 E. 600 N., Richfield, Training Room 1
February 9	Helen M. Knight Elementary, 505 N. Mi Vida Drive, Moab,
February 13	Grandview Learning Center, 1591 Jordan Avenue, Provo

*Please note these preliminary times and locations are subject to change

DIBELS Refresh Training
When and Where:

Date	Time	Location
August 30	8:30-4:30	Utah State Capitol Auditorium

*See Attachment

SAGE Development
When and Where:

Workshop	Date	Location
Math Content Review	July 10-11	DoubleTree, Salt Lake City
Science Cluster Content Review	July 18-19	Park City
ELA and Math Data Review	August 1-3	Provo Marriott Conference Center
ELA Content and Math Bias Review	August 8-9	School Improvement Network, Salt Lake City

SAGE
Student Assessment of Growth and Excellence

SAGE Administration Training

	Date & Time	Location
All SAGE Systems	September 5 @ 8:30am-3:30pm	Jordan Auxiliary Center, 7905 S. Redwood Rd., West Jordan
Updates only *(will be recorded)*	September 6 @ 1pm	Wednesday Webinar WebEx link: https://uen.webex.com/uen/j.php?MTID=m9db1f4fa78c586e8e4d9358522943ffe

Register at: https://www.surveymonkey.com/r/QXJFL9K

New Assessment Directors Training

- **Date:** August 29th

- **Time:** 9:00am – 3:00pm

- **Location:** USBE Basement West room

- **Purpose:** Train Assessment Directors who are new to the position on "all things" related to the State assessments.

Register at: https://www.surveymonkey.com/r/QXNNFMN

Stay informed on SAGE Science development

Follow this QR code to sign up on the **Utah Science Cluster Development Listserv** or go to:
`https://goo.gl/HIaAi7`

Information and updates concerning SEEd assessment development along with requests for participants will come through this email.

Assessing the New Grade 6 – 8 Science with Engineering Education Standards (SEEd)

Scott Roskelley

Science Assessment Specialist

Utah State Board of Education

scott.roskelley@schools.utah.gov

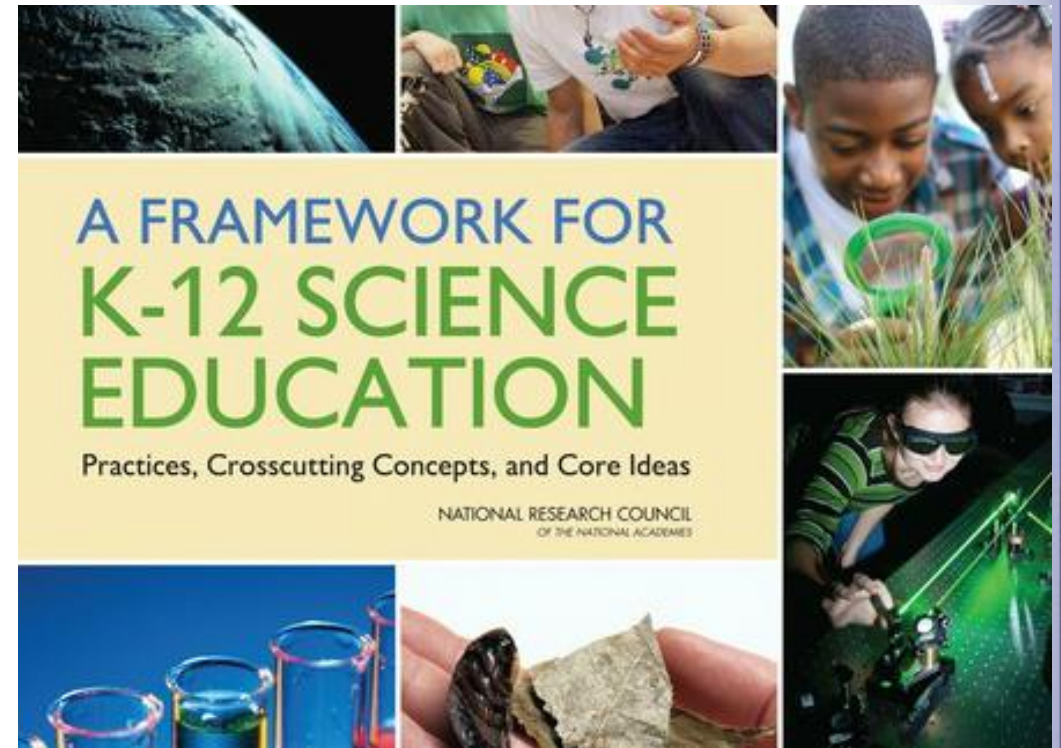# What are the SEEd Standards?

- Adopted by the board December, 2015

- Based on the Next Generation Science Standards

- Shift the focus on content to practice when teaching science

- SAGE will mirror this shift

- Full implementation for the 2017-2018 school year

- Get a copy of the standards at: goo.gl/cjyDXE or follow the OR code.

History of the 3 Dimensions of Science

- Based on work from the National Research Council in 2012.

- Committee consisted of 18 professionals – half were scientists, with teachers, professors and science industry experts.

- "The Framework highlights the power of integrating understanding the ideas of science with engagement in the practices of science and is designed to build students' proficiency and appreciation for science over multiple years of school."

Students learn science by **doing** science.

A FRAMEWORK FOR K-12 SCIENCE EDUCATION
Practices, Crosscutting Concepts, and Core Ideas
NATIONAL RESEARCH COUNCIL
OF THE NATIONAL ACADEMIES

What is *Equity* in Science Education

- Equity in science education requires that **all** students are provided with equitable opportunities to learn science and become engaged in science and engineering practices;

- with access to **quality** space, equipment, and teachers to support and motivate that learning and engagement; ***and adequate time*** spent on science.

- In addition, the issue of connecting to students' interests and experiences is **particularly important** for broadening participation in science.

- There is increasing recognition that the diverse customs and orientations that members of different cultural communities bring both to formal and to informal science learning contexts are **assets** on which to build—both for the benefit of the student and ultimately of science itself.

A Framework for K-12 Science Education, pg. 28

First Dimension – Disciplinary Core Ideas

- Phenomena Based

- Content used to explain phenomena

- Four Disciplines
  - Earth and Space Science
  - Life Science
  - Physical Science
  - Engineering
    - Embedded into the other 3 disciplines.

Second Dimension –
Science and Engineering Practices

- Specific skills that students need to fully engage in the scientific process. Students do science to expand their understanding of phenomena.

- Eight Practices
  1) Asking Questions or Defining Problems
  2) Developing and Using Models
  3) Planning and Carrying Out Investigations
  4) Analyzing and Interpreting Data
  5) Using Mathematics and Computational Thinking
  6) Constructing Explanations and Designing Solutions
  7) Engaging in Argument from Evidence
  8) Obtaining, Evaluating, and Communicating Information

Third Dimension – Crosscutting Concepts

7 concepts that have application across **all** science

domains. Students use the CCCs to explain

phenomena.
1) Patterns
2) Cause and Effect: mechanism and explanation
3) Scale, Proportion and Quantity
4) Systems and System Models
5) Energy and Matter: flows, cycles, and conservation
6) Structure and Function
7) Stability and Change

Applying CCCs across all science domains
means recognizing the connections!

Photos retrieved from www.oceanspray

- **Matrix Sampling**
  - Students will see clusters from each strand, but not every standard

- **Multiple choice items need to be severely reduced**
  - Multiple choice items are too limiting, though still necessary

- **Item types for science are going to be combined into**

  ## *CLUSTERS*

  - Includes items normally reserved for math and English assessments
    - highlights the necessity for science teachers to collaborate with math and English teachers

Highlights of a Good Cluster

- It is based on a phenomenon

- It tells a "student relatable" story in the stimulus.

- The stimulus stays with the items or is easy for the students to refer to at all times.

- It has a variety of item types.

- It not too long or complicated.

- Contains 1-5 items.

- It only aligns to one standard.

- The combination of items align to the DCI, SEP, and CCC for that standard.

"When you make the finding yourself – even if you're the last person on Earth to see the light – you'll never forget it."
- Carl Sagan

Let's see some of the sample clusters...

Click Me.
You Know You Want To.

Wait...

Maybe You Shouldn't?

Nah, C'mon.
Do It Already!

UNDER CONSTRUCTION

Image retrieved from www.clipartpanda.com

Disclaimer– These samples are for multiple states that are using NGSS or NGSS modified standards. The content may not be part of Utah's standards and is intended to show how we will assess in the 3 dimensions.

https://airscience.tds.airast.org/student

Current Science Development Schedule

- ~~SEEd Standards Approved by USBE~~

- ~~SEEd Blueprint Designed~~

- ~~6th Grade Item Specifications~~

- ~~7th Grade Item Specifications~~

- ~~8th Grade Item Specifications~~

- ~~First 6th Grade Writing~~

- ~~Second 6th Grade Writing~~

- ~~First 7th Grade Writing~~

- ~~First 8th Grade Writing~~

- Second 7th and 8th Grade Writing – June 20-22, Provo, UT

- Content reviews (July and October)

- Bias and Sensitivity reviews

- Parent reviews

- Practice Test on SAGE Portal by August, 2017

- Operational field test (Spring, 2018)

- Rubric validation,

- Data review

- Standard setting

- Board approval

- Results delivered to teachers/schools/leas/state

Noteworthy Information

- Due to the fact that this is the first year of implementation for the new standards and the summative assessment:

  - There will not be any benchmark tests available for use.
  - There will not be any interim tests available for use.
    - They will not be available until we build the cluster banks with enough items.

  - There will be a new training test for 6th, 7th and 8th grades.
    - 6th grade items will be removed from the current elementary training test.
    - They will be replaced with 4th and 5th grade items of similar item type.
  - There will be a practice test available for teachers to use.
    - They are in the last stages of development and will be available for teachers to use on sageportal.org

Additional Tools to Help Teachers Teach 3-D

- **American Museum of Natural History**

- **National Science Teacher Association**
  - NSTA Learning Center - PD for Teachers

- **Next Generation Story Lines**

- **NGSS Website**
  - EQuIP Lesson Screener

- **Smithsonian Science Education Center**

- **Utah Science Teacher Association**
  - Regional Newsletter

- **SEEd Story Lines**

- **SEEd Utah**
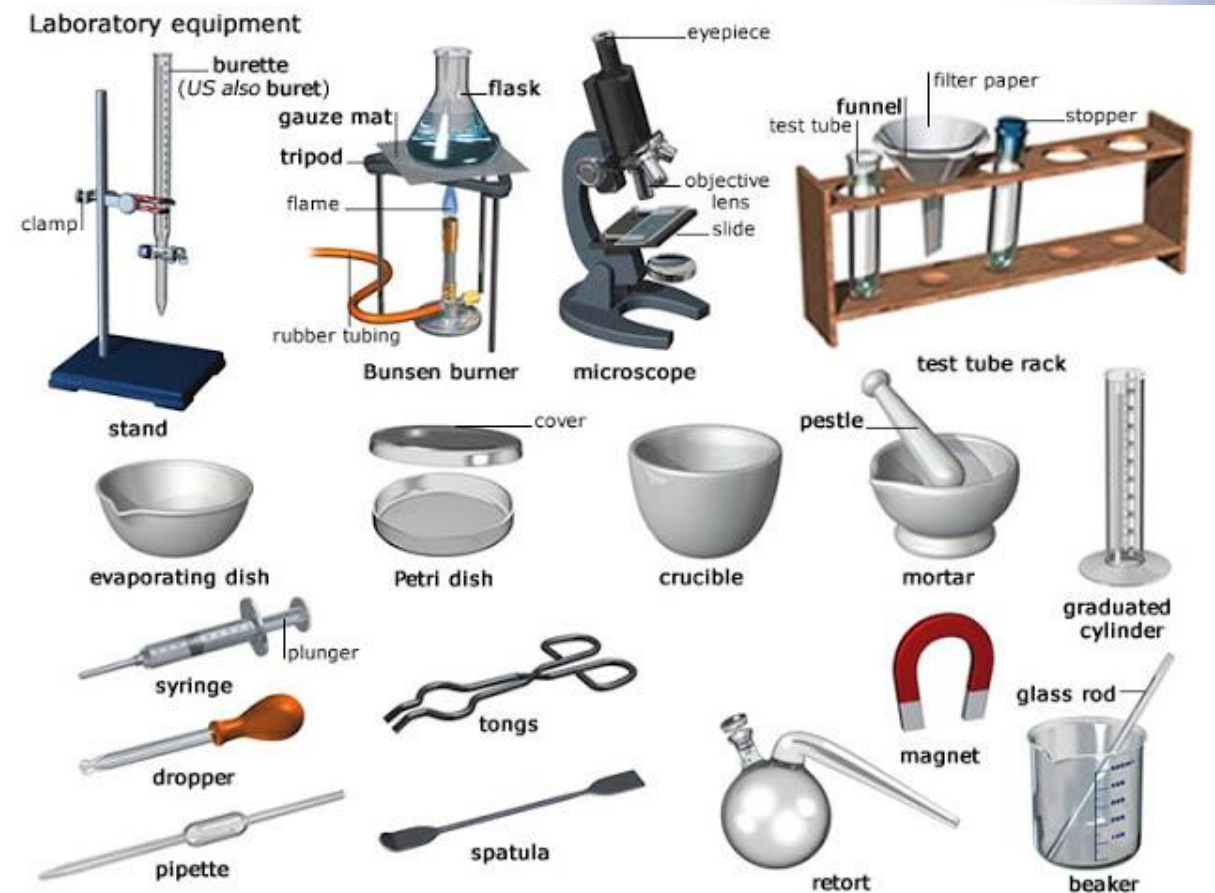
Image retrieved from: http://atskoolwithmrsjohns.weebly.com/year-8-science.html

Stay informed on SAGE Science development

Follow this QR code to sign up on the **Utah Science Cluster Development Listserv** or go to:

https://goo.gl/HIaAi7

You can always email me with questions at:

scott.roskelley@schools.utah.gov

Accountability Changes

School Accountability

- **Purpose of Accountability (USBE Resolution No. 2016-5):**
  - Encourage continuous improvement focused on student-level outcomes
  - Recognize schools of excellence and growth
  - Identifies schools that need additional support

- **The accountability system described in the ESSA Draft Plan is the accountability system the State Legislature enacted through 2017 General Session S.B. 220.**

- *ESSA Draft Plan Crosswalk: Title I, Part A, Pages 29-35*

Accountability Indicators
ESSA Draft Plan Crosswalk: Title I, Part A, Pages 29-34

Academic Achievement (p. 29)

What is it?
- How students perform on statewide academic assessments

What is Measured?
- English Language Arts, Math, and Science

How is it measured?
- % of students who score proficient or above on statewide assessments

Student Growth (p. 30)

What is it?
- How much a student's scores improve over the course of the school year

What is measured?
- English Language Arts, Math, and Science

How is it measured?
- Student Growth Percentile (SGP)
- Student Growth Target (SGT)

English Learner Progress (p.32)

What is it?
- The progress of English Learners toward learning English and academic content

What is measured?
- English Language Proficiency
- Academic achievement and growth

How is it measured?
- WIDA ACCESS
- EL Proficiency and Growth on statewide academic assessments

Equitable Opportunity (p. 32)

What is it?
- Promote equitable educational opportunity for each student

What is measured?
- Growth of lowest performing 25% of students within a school

How is it measured?
- Yearly improvement in the performance of of the lowest performing 25% within a school

Post-Secondary Readiness (p.34)

What is it?
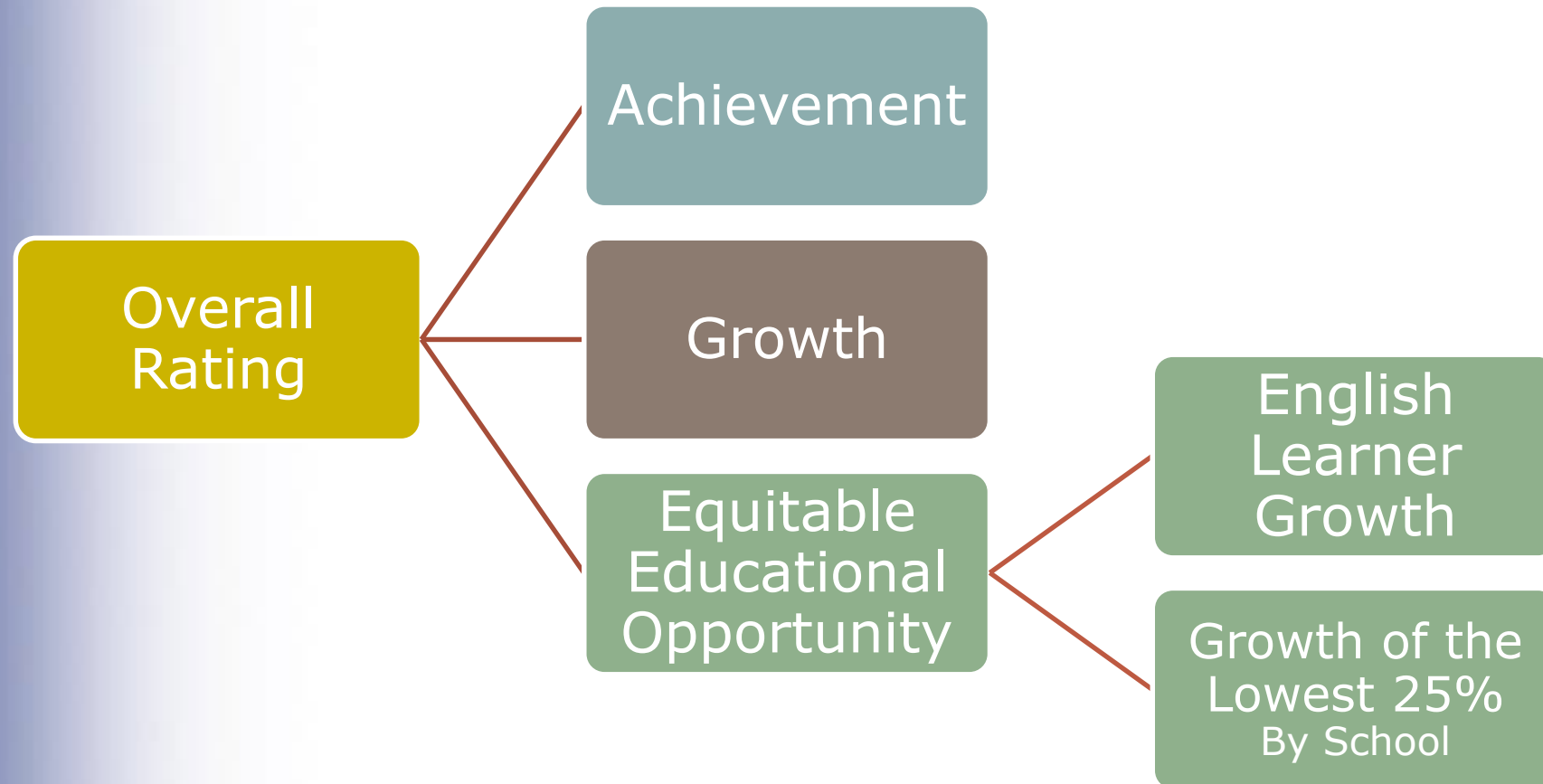- Preparation for the transition from high school to college or career

What is measured?
- ACT performance
- Successful participation in advanced courses – AP, CE, IB, or complete CTE pathways
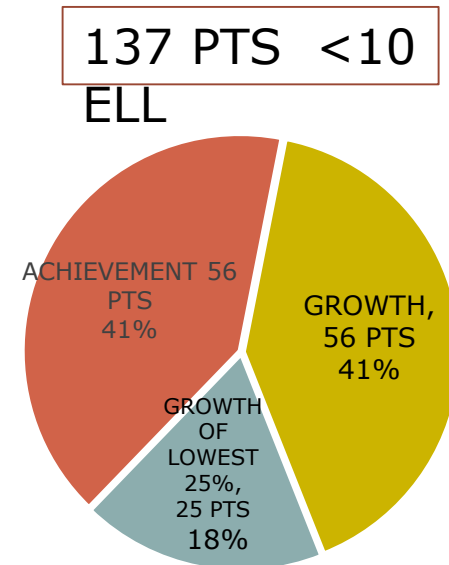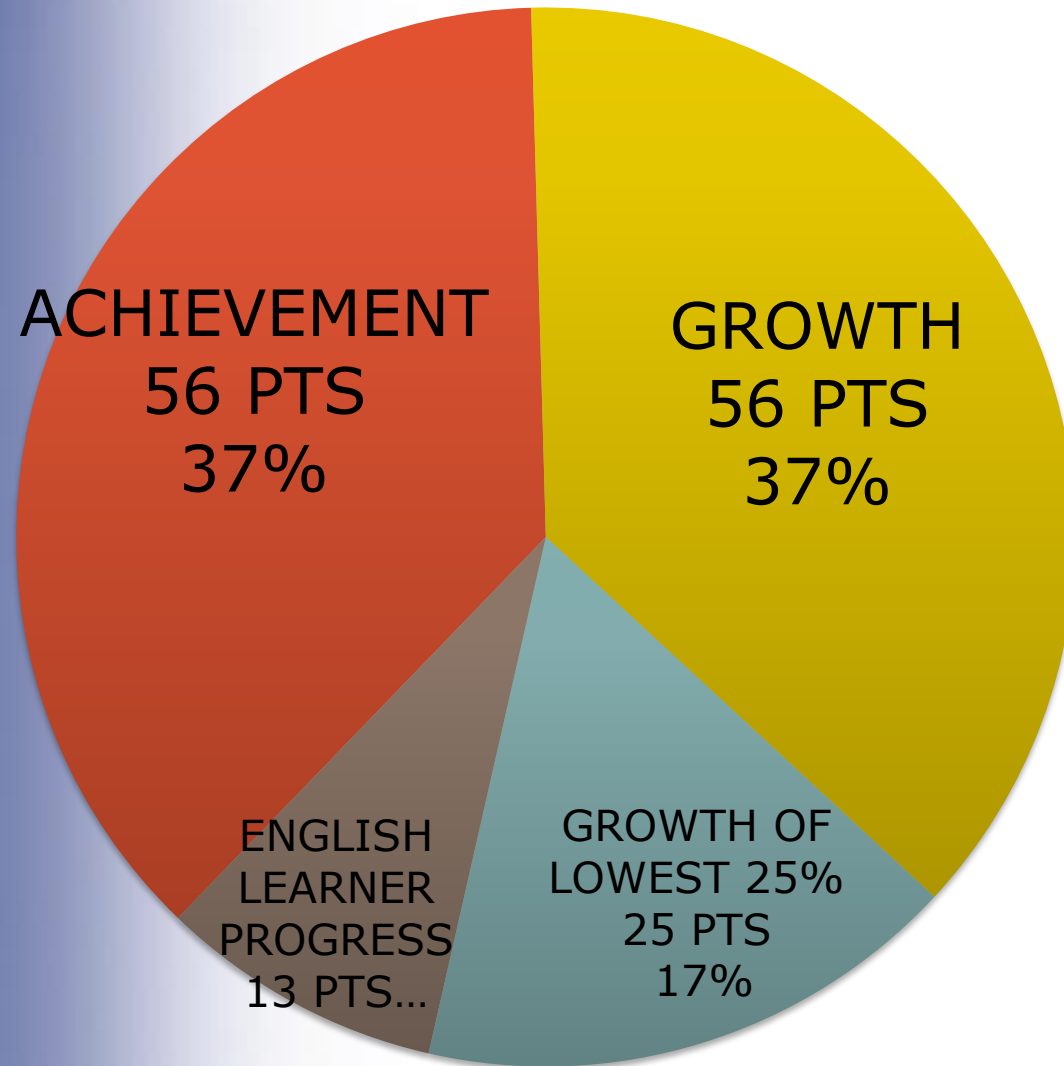- Graduation from high

How is it measured?
- % ACT Composite ≥ 18
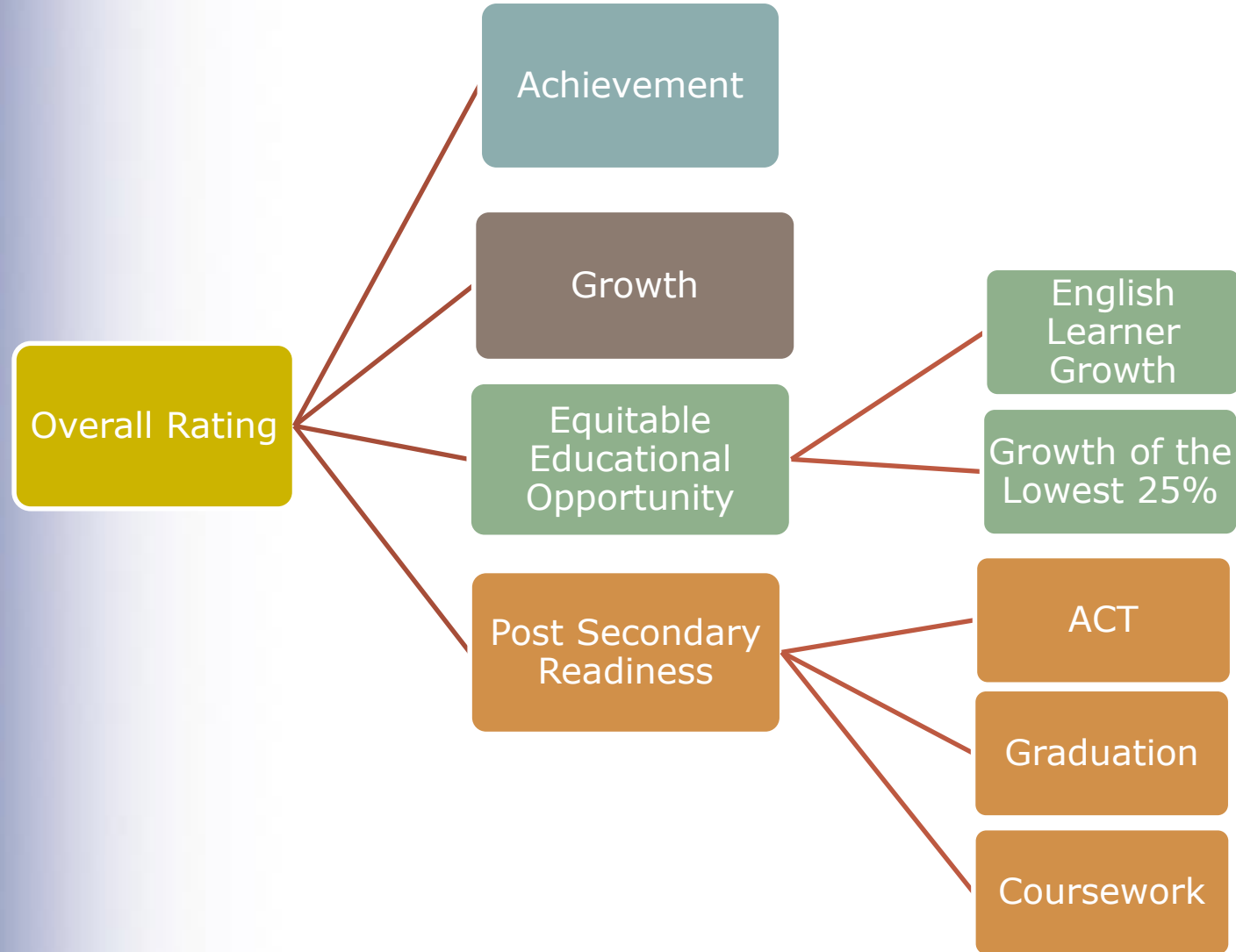- % C or better in readiness courses
- Graduation rate (p.31)
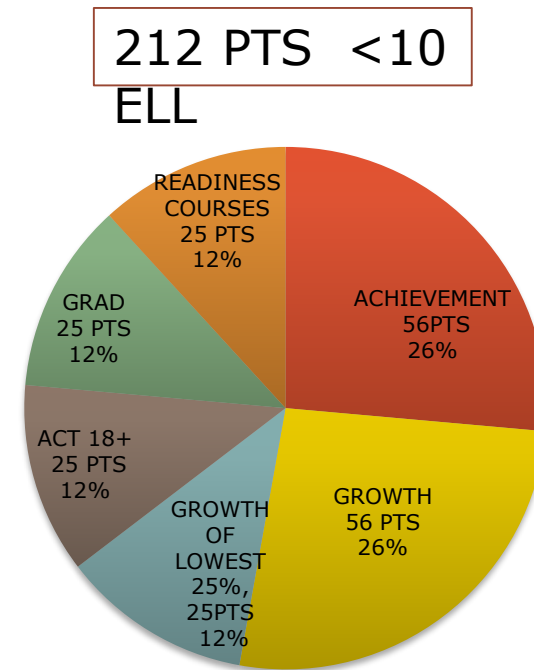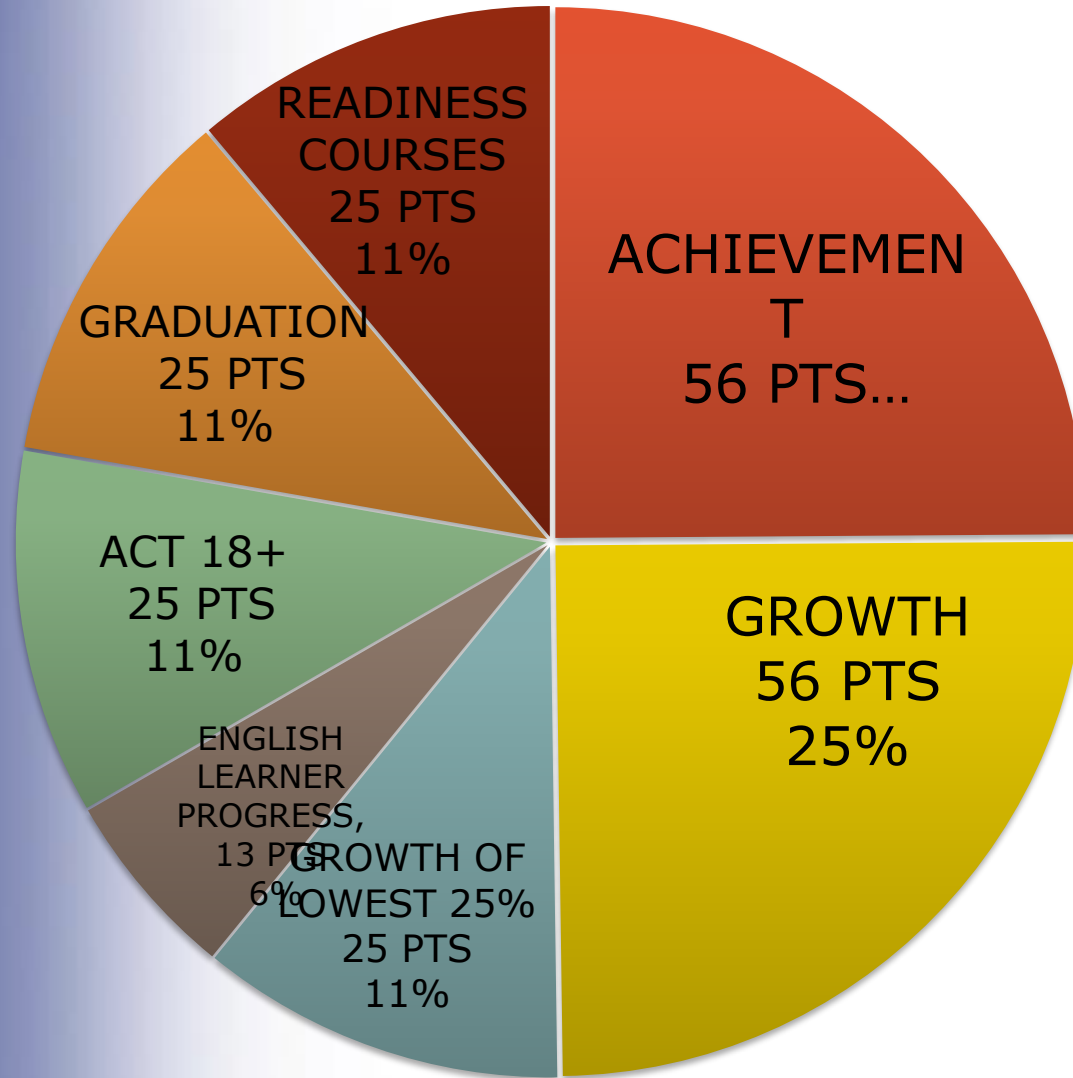
Elementary, Middle, and Junior High School Indicators

Overall Rating
- Achievement
- Growth
- Equitable Educational Opportunity
  - English Learner Growth
  - Growth of the Lowest 25% By School

Point Distribution – 150 Points Possible (p. 38)

ACHIEVEMENT 56 PTS 37%

GROWTH 56 PTS 37%

GROWTH OF LOWEST 25% 25 PTS 17%

ENGLISH LEARNER PROGRESS 13 PTS...

137 PTS <10 ELL

ACHIEVEMENT 56 PTS 41%

GROWTH, 56 PTS 41%

GROWTH OF LOWEST 25%, 25 PTS 18%

High School Indicators

Point Distribution for High Schools – 225 Points Possible (p. 39)

Reporting: Overall School Ratings

A
- School represents an <u>exemplary</u> school

B
- School represents a <u>commendable</u> school

C
- School represents a <u>typical</u> school

D
- School represents a <u>developing</u> school

F
- School represents a <u>critical needs</u> school

Additional Reported Indicators

Elementary

Early Literacy - % Students Reading on Grade Level

Performance of Student Groups (reported for various indicators)

High Schools

AP Exam Performance

Performance of Student Groups (reported for various indicators)

School Quality

1-2 Indicators Selected by the LEA

Board-Approved list of indicators (Opportunity for feedback)

SAGE Special Codes and UAA Reminders

David Sallay

Assessment Data Specialist

david.sallay@schools.utah.gov

Hey everyone, it's me again, reminding you to complete your special codes and return your UAA spreadsheets!

But maybe the message would go over better from a celebrity...

Hey ~~Girl~~

Hey Assessment Director,
I just wanted to remind you to
• Fix all no test/no code scenarios in the Data Gateway SAGE Special Codes tool
• Check back in early July for updates

- Remember, USBE won't receive the final data until July 12—so check back then
- Complete and certify by Friday, July 14

- Rewatch the webinar from this guy at http://stream.schools.utah.gov/videoarchive/assessment/JuneWednesdayWebinar.mp4
- Contact David Sallay at david.sallay@schools.utah.gov for further assistance

Hey Assessment Director,
- UAA Spreadsheets were placed in your MOVEit UAA/Download folder on March 15th
- Please fill out and return the file to your MOVEit UAA/Upload folder

- For help accessing MOVEit, contact Emily Sweeten (Emily.sweeten@schools.utah.gov) or David Sallay (david.sallay@schools.utah.gov)
- For questions about the UAA test, contact Tracy Gooley (tracy.gooley@schools.utah.gov)

Fall Data Privacy Conference

With special guests
Amelia Vance (Future of Privacy Forum)

Privacy Technical Assistance Center (PTAC)

Salt Lake County
Nov 2, 2017

Cedar City
Nov 3, 2017

Hey Jo Ellen,
No matter where you go...

You'll **ALWAYS** be my
Assessment Director

Thank You!